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ABSTRACT

The 1972-73 report provides evaluative perspectives on a variety of aspects of the Illinois public school program for gifted children. Sections provide an overview of the development of the Illinois programs; a review of independent evaluations of Gifted Area Service Centers; a summary of the first statewide survey of Area Service Center clientele; a sketch of the reimbursement component of the Illinois program; a synopsis of findings of the monitoring of 15 experimental projects funded by the Illinois program; judgmental portrayals of university-based training projects for educators of the gifted; five sketches representing the various facets of Illinois program activities; and a set of conclusions presented as an ecology of vital interrelationships of the Illinois Gifted Program. Findings related to the Area Service Centers of the Illinois Gifted Program indicate that these institutions are an effective inservice agent in Illinois education. Findings in regard to the administration of state-funded experimental projects are seen to indicate that the quality of research activity conducted in school districts varies in the amount of time project directors allocate to the project. Findings related to the training projects supported by funds of the Illinois Gifted Program, are reported to indicate that training which incorporates direct contact with gifted children is desirable. (Author)

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ANNUAL GIFTED PROGRAM EVALUATION REPORT 1972-1973

The Office of the
Superintendent of
Public Instruction
State of Illinois
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DIVISION OF INSTRUCTION AND SUPERVISION

DEPARTMENT FOR EXCEPTIONAL CHILDREN

GIFTED CHILDREN SECTION

Compiled by:

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and
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INTRODUCTION

This report will first present an overview of the origins and development of the Illinois Gifted Program during the first decade of its existence. Then each separate component will be evaluated, utilizing all available data. In the last chapter, we will discuss the ecology of the Illinois Gifted Program; that is, what combination of program parts best mesh together to produce the greatest potential benefit to the gifted and talented children in Illinois.

The Illinois Gifted Program is much more than a straight reimbursement program to local districts. It contains separate "service" components which have a high degree of visibility. Perhaps because of this "high profile" the Illinois Plan for Gifted and Talented Children has been the most thoroughly evaluated program in the history of OSPI. The most notable example of this effort was the four-year longitudinal study from 1967 through 1971 by an outside agency.[1]

As a result of that evaluation, a new institution, area service centers, emerged; an old institution, demonstration centers died. The main emphasis in this report will be on the area service center because of its uniqueness

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[1] Ernest R. House, Thomas Kerins, Joe M. Steele, Educating the Talented, CIRCLE, University of Illinois, Urbana, Illinois, August 1971, 32 pages. (As the final summary document of the Illinois Gifted Program Evaluation Project, it was distributed at the Second Annual Statewide Gifted Conference by the State Office in February, 1972).

as an educational concept, and its newness to the Illinois Gifted Program. However, in attempting to do a comprehensive evaluation of the entire plan, all components will be analyzed in terms of their interdependence rather than as isolated parts.

Also, the components will be evaluated in terms of their capacity to meet the Action Goals for the Seventies: An Agenda for Illinois Education. In this document the Superintendent of Public Instruction and the people of Illinois have jointly proposed better training for teachers of gifted and talented children as well as better services to these children.

PURPOSE OF THE REPORT

The purpose of this report is to provide local district personnel, staff of the Office of the Superintendent of Public Instruction, legislators, and audiences in other states as well as individuals at the national level, a review and evaluation of the present status of the Illinois Plan for Gifted Program Development. At the local, state and national levels, the whole concept of Gifted Education seems to be at a point of transition. Hopefully, the contents of this report may provide useful information to the people who will be making decisions during the coming year on the future educational opportunities to be provided for gifted and talented children.

CHAPTER 1

AN OVERVIEW OF THE ILLINOIS PLAN FOR GIFTED PROGRAM DEVELOPMENT

HISTORICAL OVERVIEW

When studies between 1959 and 1963 showed that a large number of Illinois schools made virtually no special provisions for their gifted and talented youth, both educators and legislators in Illinois became convinced of the need for programs for gifted or talented children. These students were reading the same materials, attending the same classes, and being exposed to the same teaching methods as students with more ordinary intellectual capacities. This occurred in spite of considerable research evidence that gifted students need and can profit from specialized materials and instruction, and professed beliefs in educating each child to his maximum potential by individualizing instruction.

Dr. James Gallagher, who played a vital role in the development of the program and in the research on gifted children, stated that:

> The education of gifted students is not a new subject of educational discussion. Such concern can be traced in the literature for at least one-half century. A casual reading of the literature will reveal the same complaints -- low standards for gifted children, unimaginative teaching and planning, and inadequate stimulation of their mental potential.[2]

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[2] James J. Gallagher, Research Summary on Gifted Child Education, Office of the Superintendent of Public Instruction, Springfield, Illinois, 162 pages, page 1.

A recently published report to the Congress stated:

> Large-scale studies indicate that gifted and talented children are, in fact, disadvantaged and handicapped in the usual school situation. Terman observed that the gifted are the most retarded group in the schools when mental age and chronological ages are compared. Great discrepancies existed during his study, and continue to persist, between what the gifted child knows and what he is offered, whether in academic or artistic areas. The ensuing boredom leads to underachievement and unworthy patterns of functioning, along with dissatisfaction with oneself and others.[3]

Based upon the belief that the education of bright and talented youth should be limited only by their capacity for learning, and not by schools which fail to develop adequate programs for their needs and abilities, a special study commission was created which eventually provided the ideas that formed the Illinois Plan for Program Development for Gifted Children: a large scale, state supported program for gifted students which began during the 1963-64 school year. This program rests on the assumption that local schools can and will improve their programs when the following resources are available: money, specialized training programs, models of good practice, consultants, and knowledge about the effects of different approaches to educating the gifted. Initially, the Illinois Plan provided all of these resources: reimbursement -- school districts would receive money on a formula basis to operate a program for students identified as gifted; training -- fellowships would be given directly to individuals for advanced training either in a year-long program or in summer institutes; demonstration -- school districts would receive extra money to demonstrate selected programs; experimental -- universities and school districts would receive grants for applied research, development and evaluation in the area

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[3] U.S. Commissioner of Education, Education of the Gifted and Talented: Report to the Congress of the U.S., Washington, 1972, 324 pages, page 26.

of the gifted; state staff -- the state office would receive funds to hire consultants to oversee the entire program.

In the following decade (see Table 1.1 below), many changes have occurred in the funding patterns and subsequently, the services provided for gifted and talented children, as well as their teachers.

Table 1.1 GIFTED PROGRAM APPROPRIATIONS BY TOTAL & PERCENTAGE ALLOTTMENT (1963-1973)

	Reimbursement	Demonstration/ ASC	Experi- mental	Train- ing	Total**
1963-64*	62% 2,000,000	20% 650,000	7% 225,000	11% 350,000	3,225,000
1964-65*	62% 2,000,000	20% 650,000	7% 225,000	11% 350,000	3,225,000
1965-66*	66% 2,450,000	16% 600,000	8% 275,000	10% 375,000	3,700,000
1966-67*	66% 2,450,000	16% 600,000	8% 275,000	10% 375,000	3,700,000
1967-68*	61% 2,550,000	22% 900,000	7% 287,500	10% 437,500	4,175,000
1968-69*	61% 2,550,000	22% 900,000	7% 287,500	10% 437,500	4,175,000
1969-70	62% 2,250,000	27% 1,000,000	8% 300,000	3% 100,000	3,650,000
1970-71	57% 2,000,000	29% 1,000,000	11% 400,000	3% 100,000	3,500,000
*** 1971-72	64% 2,675,000	24% 1,000,000	10% 400,000	2% 100,000	4,175,000
1972-73	67% 3,000,000	22% 1,000,000	9% 400,000	2% 100,000	4,500,000
1973-74	83% 3,000,000	17% 600,000	---	---	3,600,000

* Monies for the years 1963-69 were approved on a two-year basis. These funds were averaged out for the table.

** Not including money allocated to the staff for administration.

*** Includes 675,000 deficiency appropriations.

There is a move away from the supplementary services provided for gifted program participants and toward more direct aid to the local districts in terms of reimbursement in the 1973-74 school year. While funding patterns for the nonreimbursement categories have varied considerably over the years, they had leveled out to fairly consistent patterns until this last year. If this trend continues, the gifted program will closely resemble Title I in that the districts will receive direct funds for gifted programs with the support services originally conceptualized as essential to an effective local and statewide program eliminated.

THE REIMBURSEMENT COMPONENT

Participation

The Illinois gifted program is voluntary and not mandatory for school districts; any school district in the state is eligible to submit a proposal requesting reimbursement funds from the state office. Although school districts are allowed wide latitude in spending funds, the monies may not be used to pay teachers' salaries. The distribution formula takes account of the wealth of the district and the number of gifted pupils being served. As Table 1.2 indicates, the percentage of district involvement had leveled off for almost half a decade, but has increased 11.5%, or 101 districts, in the last two years.

Table 1.2 NUMBER OF SCHOOLS PARTICIPATING IN THE REIMBURSEMENT PHASE 1963-1973 AND THEIR PERCENTAGE OF REIMBURSEMENT

School Year	Total Districts Participating in Gifted Programs	Total Districts in Illinois	Percentage of District Involvement	Percentage of Reimbursement
1963-64	78	1430	5.4%	100%
1964-65	110	1386	7.9%	100%
1965-66	310	1347	23.0%	100%
1966-67	325	1340	24.2%	100%
1967-68	452	1315	32.3%	100%
1968-69	410	1279	32.0%	89%
1969-70	411	1227	33.5%	76%
1970-71	365	1174	31.0%	72%
1971-72	406	1143	35.5%	91%
1972-73	466	1091	42.5%	99%

Table 1.2 shows that the percentage of funds paid to the districts dropped from 100% of reimbursable expenses during the years 1963-68, to 72% in the 1970-71 school year. This occurred because not enough money was available to cover the expenses of participating districts; the percentage of funds reimbursed was based on the total amount budgeted for reimbursement divided by the total amount requested. The rise in the number of participating districts has risen with the advent of the area service center. There may be a relationship there since some area service centers aggressively encourage school districts to develop a gifted reimbursement program.

Use of Funds

Since only very limited funds are ever available to a school district for a gifted program, the monies were always to be put to use for developing and improving new educational services for gifted children. These funds were not to be spent for the maintenance of existing programs, where change is an unthought of element. For example, reimbursement funds should not be used to supplant an Honors Math Course that existed before reimbursement funds and would exist if reimbursement funds ceased to exist.

Eligible Children

The law states that:

> ...gifted children are those 'whose mental development is accelerated beyond the average to the extent they need and can profit from specially planned educational services.'[4]

With this definition, a rule of thumb is that five percent of a school population will be included. However, the Illinois Gifted Program has steadfastly refrained from adopting a rigid criteria of I.Q. scores or other statewide means of identification. Local districts are encouraged to select a student on the basis of the comparison of his ability to the ability of the others in the group from which he was selected.

The State office also stresses the saving of talent by identification and development of those pupils who, despite having high ability, have not acquired the necessary knowledge and skills to fully utilize this ability.

This talent retrieval concept has been expanded in recent years by other boradened concepts of giftedness.

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[4] Office of the Superintendent of Public Instruction, The School Code of Illinois: Springfield, Illinois, 1973, Section 14A-2.

In his structure of the Intellect Model, Guilford[5] has offered what amounts virtually to a three-dimensional model (product, processes, context) of different kinds of intellectual functioning. The model is complex and incomplete but it has inspired a number of important innovations[6] in the education of gifted children.

> Guilford's structure of the Intellect Model remained totally neglected until Getzel and Jackson[7] showed that highly divergent or creative adolescents achieved as well as their intelligent peers, in spite of the fact the two groups studied differed by 23 I.Q. points.[8]

E. Paul Torrence, in eight replications of this study, found that if one identified as gifted the upper 20% of a given population on an intelligence test alone, he would miss 70% of those who would be identified in the upper 20% as gifted by a test of creative thinking.[9] Obviously, there were some important differences between children identified as highly intelligent and those identified as highly creative.

By the mid-sixties a number of multiple talent models of giftedness were being disseminated, especially Calvin Taylor's[10] groupings of talent based on academic talent, creative and productive talent, evaluative or

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5 Guilford, J.P., The Nature of Human Intelligence, New York: McGraw-Hill Book Company, 1967.

6 Note the Youngs and Karnes experimental projects for the 1972-73 school year in Chapter 5.

7 Getzels, J.W. and Jackson, P.W., Creativity and Intelligence, New York: John Wiley and Sons, 1962.

8 E. Paul Torrance, Broadening Concepts of Giftedness in the 70's; paper prepared for Northeast Regional Conference for the Gifted and Creative, November 5, 1970, New Haven, Conn., 11 pages.

9 Ibid., Torrance, page 2.

10 Taylor, C.W., "Be Talent Developers As Well As Knowledge Dispensors," Today's Education, 1968, 57(9), pages 67-69.

decision-making talent, planning talent, forecasting talent, and communication talent. Taylor argues that if only the upper ten percent in each talent group is considered gifted, the percentage of gifted in a district's population will increase from ten percent for one talent area to thirty percent across the six talent areas. If all six talent groups are considered, about 90% will be above average in at least one group and almost all others will be nearly average in at least one of them.

> Taylor believes we now know enough about measuring and fostering multiple talents to find ways of cultivating most of them in school rather than letting them lie largely dormant. He also believes in classrooms where multiple talents are cultivated all students will learn more. In other words, by having more pathways through their complex nervous system, students can use several different abilities at one time or another to process information during the school week. He believes this will happen if teachers sharpen their abilities to cultivate these talents with which schools now concern themselves.[11]

The third Annual Gifted Conference held in March, 1973, in Chicago, enlarged the concept of identification by the theme "potentially, all kids are gifted." This concept is saying that 100% of the students could be gifted or talented in some way. While it is a laudable philosophy, it is really saying that there is no need to concentrate on a target population within the district. In a categorical aid program, this approach can lead to a dilution of effort. For example, for all its inherent problems, Title I does specify a target population in order to insure a concentration of effort.

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[11] Torrance; Op. cit.

Philosophy of Programs Offered for Gifted Students

The Illinois Gifted Program has never limited participating schools to the development of activities which would lead only to academic achievement. Other desirable characteristics that have been encouraged were leadership potential, intellectual curiosity, divergent thinking ability, and interests in creative activities and the fine arts. The policy of the Illinois Plan has been that "Education should place emphasis on learning how to think instead of what to think."[12]

The preoccupation of most of the leaders of gifted education in Illinois has not been toward increasing test scores in specific academic areas. Rather, the emphasis in training seems to have been on encouraging the development of a classroom learning environment which simultaneously gives guidance to the gifted and talented student while it maximizes his opportunities to think analytically and independently. In other words, in reimbursement classrooms the teachers should be individualizing their approach to working with gifted students; often a spill-over effect occurs in which the approach is carried over as the teacher interacts with the other students.

DEMONSTRATION/AREA SERVICE CENTER COMPONENT

Purpose of Demonstration Centers

At the center of the Illinois Gifted Program through 1971 were the Demonstration Centers. They were to serve as the main instruments of change. The centers were unique in that they were created by state funds and located in ordinary school systems.

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[12] David L. Colton, Policies of the Illinois Plan for Program Development for Gifted Children, Center for Educational Field Studies, Washington University, St. Louis, Missouri, August, 1968, 125 pages.

The purpose of the Demonstration Centers was never to affect students directly, but rather to affect students indirectly by stimulating local program development in reimbursement centers. The original concept in 1963 held that teachers and administrators would return to their schools to install programs in their classes after they had observed an exemplary program in a realistic setting.

By 1965, the state office realized that visitors were not adopting whole programs and subsequently, encouraged demonstration directors to follow up the visitors when they returned to their schools. The longitudinal evaluation of the Demonstration Centers illustrated that following up the service was linked to adoption, and that it did not take place to the extent desired. [13]

The 23 Demonstration Centers in 1970 had almost 6,000 visitors and had apparently reached their maximum potential as change agents.[14] Small scale change took place, but only at considerable cost. While variables such as local control of the demonstration personnel inhibited follow up interaction between demonstration staff and personnel from other districts, the main problem was the underlying model of change. The Demonstration Centers could not be altered; a new model had to be developed.[15]

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[13] Ernest R. House, Thomas Kerins, Joe M. Steele, The Demonstration Center: An Appraisal of the Illinois Experience, CIRCLE, University of Illinois, December, 1970, 44 pages.

[14] Thomas Kerins, Ernest R. House, Stephen Lapan, Joe M. Steele, After the Visit: The Impact of Demonstration, CIRCLE, University of Illinois, Urbana, Illinois, May, 1970, 38 pages.

[15] Ernest R. House, Thomas Kerins, Joe M. Steele, The Demonstration Center: An Appraisal of the Illinois Experience, CIRCLE, University of Illinois, December, 1970, 44 pages.

In the 1971-72 school year, the gifted program instituted nine area service centers and one state center (see map, page .) These centers could utilize demonstration as a tool, but their main focus has been based on the "social interaction" change model which sees change as a result of the controlling variables that determine a would-be adopter's every day world in his home district. Therefore, the area service centers, theoretically, have had regional responsibilities to work with administrators and teachers in developing programs that mesh with the unique variables that each district possesses.

EXPERIMENTAL COMPONENT

The experimental projects were expected to provide proven programs for the gifted which could be adopted by local districts. Experimental funds were also used to fund the longitudinal evaluation of the gifted project.

While it can always be expected that some projects will fail while others succeed, the unexpected result was the extremely limited dissemination of the projects that did provide materials or teaching processes which could be used with gifted children.

Experimental projects often become too esoteric for all parties involved, but especially the state staff and the demonstration/area service center personnel. By this, it is meant the experimental projects existed on a parallel basis to the gifted program, but rarely became integrated into the lifeblood of the program. This result occurred in spite of efforts by many individuals in these groups to change the situation.

The products of these projects often laid on the shelves in the state office until it was time for shipment to the warehouse. This occurred even though many of the products had been independently evaluated as excellent for gifted children.

Perhaps the main reason for this situation was that this component of the gifted program assumed, as did the Demonstration Centers, that the Research and Development Model is valid. By that it is meant, once the experimental project is completed, one only has to make it available to a passive consumer -- the local district teacher or administrator -- for dissemination to occur. Obviously, this did not work for the Gifted Program.

Starting in 1963, the University of Chicago produced excellent curriculum materials and field tested them in the University Laboratory School. In 1971, the state office decided that the emphasis on material development had to cease and give way to field testing these materials in local districts, as well as training teachers in how to use them.

This attempt, although after-the-fact to development, illustrated how the University project personnel could effectively work with area service center staff (Suburban Cook County Area Service Center) in disseminating the results and techniques of their projects to local districts. Perhaps the individuals most in favor of this approach are the experimental project directors, since they would have the opportunity to bring their own product to a larger audience for evaluation.

The area service centers potentially represent the ideal delivery system for all types of experimental projects, especially those that can be classified as action research. Through the observation of a large number of teacher and administrator needs, area service center personnel can assist the state

staff in suggesting the nature of some future experimental projects Many of these projects would take place in a variety of school settings in order to attain some measure of credibility. The direction of the 1973-1974 experimental projects was certainly going in this direction. The Katz, Peterson, and Wayman projects (see Chapter 5) are just three examples. At the time when many individuals were questioning the assumptions on which the concept of experimental projects were funded and striving for new ways to deal with this issue, funds were cut off for 1973-1974.

TRAINING COMPONENT

The training funds have been utilized in a variety of ways during the decade of the gifted program's existance. Support for graduate school programs, year-long academic fellowships, quasi-experimental training projects, and summer institutes have been the most extensively utilized procedures. In recent years, the funds were used to supplement both course work in gifted education at Southern Illinois University (Edwardsville and Carbondale), and Northeastern in Chicago, as well as the summer institutes held at the area service centers. The participants of these summer institutes often receive college credit from nearby colleges for participation.

In describing the successful teacher of the gifted and talented, the recent report to Congress reported that only 12 out of 204 national experts on the gifted responded that they felt an adequate supply of personnel was available to teach all of the gifted within their state.

> The pressing need for preparation within the ranks of those teaching is seen in their recommendations for summer institutes, and inservice programs and workshops during the school year. Most of the respondents also favored the development of advanced degree programs with specialization in teaching the gifted.
>
> To attract teachers who would specialize in the education of the gifted, the advocates recommended subsidies for training, university courses, and training centers, inservice preparation for those already in the progression, and the development of positions for those qualified. The heavy advocacy of inservice preparation is doubtless due to the knowledge that many teachers are currently working with the gifted without background, as well as knowledge of recent findings that even the best teachers can improve their skills and abilities in working with the gifted and talented through specialized preparation. (Important too is the research finding that even limited special preparation reduces hostility toward the gifted, and increases support of them as a group.)[16]

In addition:

> Nearly all of the experts recognized the need for inservice preparation on the gifted for school administrators. Administrators affect teaching in many ways by their decisions as well as their attitudes. The administrator can encourage or discourage teacher interest through his remarks and behavior. His support must be active to encourage teachers in the extra efforts required to maintain programs of high quality.[17]

Data collected from a three-day conference of individuals from across the country who had statewide responsibilities centered around developing and delivering educational programs to gifted and talented youth, indicated that

> The largest concern is for more teachers trained in meeting the educational needs of gifted and talented pupils. But, if there is such a need, then this reflects the fact that the problems and needs of these

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[16] Op. cit., Education of the Gifted and Talented, page 32.

[17] Ibid, page 33.

> students do not receive much priority emphasis within the educational community; therefore, there are not many university training centers and programs that deal with *gifted and talented.*[18]

In Illinois perhaps, the single most influencial training devices were summer institutes for inservicing teachers and administrators. These institutes were evaluated by comparing them to a good academic course in the gifted. Students in the academic course gained more in content information than did the institute groups. However, the institute changed participants' attitudes drastically toward greater tolerance, openness, flexibility, originality, and adaptability.[19]

> Later it was found that the more teachers a school district sent to their summer institute, the better defined gifted program the district submitted to the State. Also, teachers attending these summer institutes were found to be considerably more influential in gifted program decision-making than those who had not attended summer institutes. Finally, in a study of those districts dropping out of the State program, it was found that one of the three major reasons for discontinuance was lack of trained personnel. All these findings indicate that this training was desirable and effective. In particular, the training institutes selected and trained a cadre of leader-advocates -- a necessity for local program development.[20]

The Illinois legislature began to curtail training funds in the late 1960's. Perhaps this was due to a generalized anti-scholarship, anti-university feeling that developed among many legislators during the campus turmoil of the 1960's. However, area service centers stepped in to fill this gap on a regional basis until budget cuts this year forced the elimination of their funds also for summer institutes for the summer of 1974.

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[18] Op. cit., Education of the Gifted and Talented, page 318.

[19] Mary Kaojumjian, Cognitive Achievement Through Programs in Continuing Education, Ph.D. Thesis, University of Illinois, Urbana, Illinois, 1969.

[20] Op. cit., Educating the Talented, page 12.

The Theory of the Interrelated Components

Experimental projects were funded to lay the groundwork for the area service center and training components as they worked with teachers who were preparing to work in gifted reimbursement programs or who were already there. Training projects were to develop a few knowledgeable gifted program advocates in reimbursement and area service center projects as well as state staff. Area service centers' projects were to work with teachers and administrators of gifted reimbursement programs in local district schools in order to develop gifted programs that would suit the needs of that particular school.

The reimbursement projects are the eventual consumer of the other components. Therefore, one cannot really compare the value of reimbursement projects to projects such as area service centers. In the following chapters each component is evaluated in its own right and also in terms of its relationships to the others. In the final chapter, based on our evaluation, we will summarize the interralationships of the program. This will combine the current status of the gifted program with recommendations.

CHAPTER 2
A REVIEW OF THE GIFTED AREA SERVICE CENTER EVALUATIONS: 1971-1972

PREFACE

A Gifted Area Service Center is a program development mechanism which is funded on a contractual basis by the State Office of Education to provide services on a regional basis to districts who receive gifted program reimbursement monies. These centers emerged from the findings of a longitudinal evaluation of the structure of the Illinois Gifted Program by Dr. Ernest House. The study showed that demonstration centers serve well the function of awareness but have a limited long range impact on attitudes and behaviors once the teacher or administrator have returned to the realities of their own schools. A new approach, in which demonstration was used only as a technique, was outlined in the final evaluation report on demonstration centers. This report suggested a mechanism which would not bring a packaged "innovation" to a school district but instead assess the needs of local administrators and teachers and assist them in developing or expanding quality programs for gifted and talented youth.

In the 1971-1972 school year, the Illinois Gifted Program funded eight regional Area Service Centers (hereafter referred to as ASC's) as well as one for Chicago and a Fine Arts State Service Center operating out of Skokie, (this one was available for service to other ASC's throughout the state.) These other ASC's were located in Marion, Lebanon, Champaign, Eureka (changed to Illinois Central College at Peoria in

July 1972), Carthage, Rockford (Northwest), Arlington Heights (North Suburban), and Homewood (South Suburban).

This chapter represents a compilation of information presented in evaluations done independently for each of the centers. These evaluations depict the first year of operations in which all the ASC's were functioning. Additional reference was made to a replanning study conducted for the State of Illinois Gifted Program by a group from Ohio State University. The nature and scope of the independent ASC evaluations varied considerably. For example, several of the evaluations were "formative" in nature -- the intent of formative evaluation being to provide input to the ASC during the course of the ASC operations. Such input was to provide data at a time appropriate for action or reaction. The remainder of the evaluations were "summative" in nature -- compilations of data amassed at various times during ASC operations, but reported at the conclusion of the fiscal year activities. Summative evaluations provided judgements of worth, judgements of congruence between ASC objectives and outcomes, and recommendations.

The individuality of these evaluations allow few commonalities for summary of statistical data. As a result, this chapter will seek to identify possible commonalities based on the perceptions of the evaluators. These commonalities will be organized in two ways. First, in accordance with the "Rationale and Guidelines for Submission of Area Service Center Proposals," and second, in reference to Action Goals for the Seventies: An Agenda for Illinois Education.

This framework should provide perspectives as to the status of in-service for educators of gifted students in respect to the suggestions of the "Guidelines" and in respect to some of the expectations for Illinois

education in the coming years as represented in the Action Goals for the Seventies. These guidelines are now in the process of being revised.

GIFTED AREA SERVICE CENTERS AND THE "RATIONALE AND GUIDELINES"

The variety of approaches utilized by evaluators of ASC's preclude the possiblity of purporting this to be a comprehensive description of the efforts of ASC's to fulfill the intent of the Illinois Gifted Program as identified in the "Guidelines." At most, it will have to be admitted that what is included herein is an indication of some of the efforts of the ASC's in this regard. The process engaged in by the ASC's in submitting proposals for approval and funding allows each center to set objectives and emphasis based on local needs. For this reason, there are areas and topics suggested by the "Guidelines" that are not treated by centers. Nevertheless, the "Guidelines" may serve as a legitimate set of internal criteria by which to gain perspective on the scope of ASC activities.

The "Guidelines" state:

> The area service center is designed to meet the needs of a specified geographical area in providing adequate educational opportunity for gifted children (page 3).

Several of the ASC's have grounded their activities on needs assessments. For several of those that did not, evaluators recommended that such an activity be undertaken. Also, as an attempt to meet the needs of their client population, an effective formative evaluation system was devised for the Champaign Area Service Center. This provided the center's professional staff with contemporary information that allowed them to better serve the needs of their client population. Basically, the system entailed a postcard survey of samples of the center's clientele, validated

by interviews and other procedures. Information was available on a quick-turn-around basis, which allowed the ASC to react to emerging situations.

The evaluator concluded:

> It was usefulness of information that we strove for this past year. We have demonstrated, at least to ourselves, that formative evaluation has facilitated the efforts of the SCEGTY [Service Center for Educators of Gifted and Talented Youth] It has also made the professional life of the center more complex. Collecting the information implies using it to back up decisions and the like. Making rational decisions on the basis of collected evidence is something we need to do more of. (Champaign, page 27).

The quantity of "needs" seems to be great. The North Suburban Area Service Center reported that the center made over 500 direct documented responses to requests for service (page 9). The Carthage report indicated that "over 40 requests for ASC services had to be turned down in 1971-72, due to already over-crowded staff schedules" (page 69). The demand for ASC staff led nearly all the evaluators to include recommendations supporting the expansion of ASC staff in order to fulfill the needs of their area. Typical of this was this statement from the Eureka evaluation:

> In the event it is decided to attempt to provide services as needed and/or requested by all school districts having reimbursable programs and the attempt to help new programs get underway, highest priority be given to professional staff augmentation (page 57).

The "Guidelines" suggest that:

> The proposed ASC provides the assistance to develop in schools, specially planned educational services for pupils whose mental development is accelerated beyond the average, to the extent that they need and can profit from such services (page 2).

And that:

> The area service center organization is patterned upon a recognized model for creating change.* The functions performed by the center should provide for a full sequence of a change model, ranging from initial awareness to institutionalization (page 3).

One type of activity conducted by ASC's at the "awareness" level was workshops. The North Suburban Area Service Center evaluation reported:

> County-wide two-day workshops for principals in Kendell, Kane, McHenry, DuPage and Lake counties to increase awareness of IGP and the need for special programming for gifted children (page 8).

There were some indications that "awareness" was brought about, at least in two instances:

> I have come to a new and deeper realization of the urgency for providing unique educational opportunities for talented and gifted students (Carthage, page 63).

And:

> I need much more help for my own situatiom. I'm sold on the philosophy, but now I need help with the implementation (Champaign, page 14).

Such a plea may indicate that ASC's do not provide "full sequence" services for change, but perhaps not. Most of the evaluation reports indicated that the ASC staff was just spread too thin. The evaluator for the Champaign Area Service Center advocated focus as the stop-gap measure to use in lieu of additional personnel:

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* It should be noted that the Gifted Program has been the subject of studies of change models conducted in the past and in the present: Ernest R. House, Joe M. Steele, and Thomas Kerins, A Conflict Model of Change: The Advocate, and Ernst R. House, The Wave Model of Change.

> it would seem appropriate to invest more time and energy next year in working with a smaller target population over extended time intervals, including much classroom inservice (page 25).

Another ASC also emphasized a smaller target population. The evaluation report contained case studies depicting a full spectrum of change activities supported by the center. The conceptual framework utilized by the ASC is a "Three Year Program Development Model":

Contemporary Curriculum's Approach

To Program Development

Pre-State I. → Awareness

Stage I. → Talent → Selecting & Identifying → Skill, Skill, Skill, Skill

1st year

Stage II. Identified population (students with strength in skill areas).

Stage III. Writing and evaluation special curricula to meet skill strength areas.

2nd year

Stage IV. Ways of evaluating student and/or program's progress.

Stage V. Modified implementation.

3rd year

Stage VI. Total program implemented with Core Group of teachers.

(South Suburban, page 35)

The results of the South Suburban Area Service Center's case studies included identification of factors that are impediments to the ASC's to facilitate change:

1. Reimbursement directors want to expose teachers to everything new rather than study program development.

2. Reimbursement directors are hard to contact, for gifted program is just one of their many responsibilities.

3. Principal's lack of knowledge about legitimate expenditures for the school's gifted program.

4. In multi-school distirct, lack of communication between reimbursement director and schools.

5. Organizational meetings are needed in order to build focus.

6. Constant visitation by the ASC personnel is necessary for productive change.

7. Limited amount of ASC personnel curtails the amount of time that should be spent in each district. (Suggested standard/maximum 7 -- ten districts per area service center representative). (South Suburban, page 30)

The "Guidelines" advocate:

> The proposed area service center will deal with approaches to the education of gifted children which have been validated through previous experminentation and experience. (Guidelines, page 2)

The ASC's provide a range of approaches, some validated, some developed and field tested by the center itself. A portion of a multi-day workshop program can provide one look at one kind of offering provided by one center for educators:

Group Teaching Strategies:

> A workshop dealing with higher level thought processes. Ideas for encouraging student flexibility of thinking in organizing and reorganizing data, for developing competency in analyzing what is read or heard, for interpreting feelings and actions of other people will form the basis for this workshop. A workshop on "teach them how to think."

Options:

1. Inquiry -- Demonstration of techniques for providing the climate and conditions that will stimulate and sustain self-directed investigation in different subject areas.

2. Hilda Taba Teaching Strategies -- Inductive teaching strategies which form the basis of many of the new curriculum materials -- concept development; interpretation of data; application of generalizations; interpretation of feelings; and attitudes and values.

3. Simulation -- Instruction in the techniques of simulation for motivating students. Discussion of commercially available simulations.

4. Divergent Thinking in the Classroom -- Application of the Guilford Model of the Intellect to classroom questioning techniques.

5. Creativity -- How to identify and foster creative talent in students. How to encourage curiosity and questioning through appropriate teacher behaviors.

6. Arts and Humanities -- An exploring of the meaning, the rationale, and the implication of the arts and the humanities for education today.

7. Discussion as Shared Inquiry -- The Junior Great Books strategy which requires students to think for themselves, to listen carefully to others, and to back up opinions with evidence. (Champaign, Appendix page 4).

Not all workshops present such a range of options. As the operations of ASC are a function of the director's personality, the workshops

sponsored by the ASC also reflect the director's approach to the needs of his clientele.

The Guidelines advise that:

> The area service center will provide training opportunities. The range may be from training student teachers and paraprofessionals at the undergraduate level to intensive programs which may lead to advanced educational standing. (Guidelines, page 4).

And elaborate:

> Summer institute for personnel of approved projects.
>
> Institutes, university-based, designed to serve the local ASC by:
>
> 1. Offering course sequences leading to a special certificate or degree.
>
> 2. Providing assistance in summer institutes, inservice, and preservice programs.
>
> 3. Providing full-time practice teaching opportunities for a period of weeks in strong programs. The instructor at the local level would be responsible for instruction in the area of methodology.
>
> Workshops and short courses on both subject matter and instructional skills. (Guidelines, page 6).

As a particular example, the North Suburban Area Service Center might prove to be of interest. Although this ASC did not conduct as many training activities as other centers, its range is impressive. In addition to conducting awareness workshops for administrators, the Center personnel

> ....conducted a total of 36 workshops <u>in addition to</u> the above workshops for administrators on a variety of topics, including:

gifted education
individualizing instruction
attitudes and values
evaluation
inquiry
group dynamics
learning centers
behavioral objectives.

....taught three courses which gave college credit to participants -- individualizing instruction, education of the gifted, individualizing reading instruction.

....designed a sequence of five courses with National College of Education in Evanston which will lead to a certificate in the field of gifted education.

....designed and conducted a four-week summer institute program for 48 participants (June-July) and a two-week institute for 19 participants (August) of a more advanced nature. These institutes represent a cooperative effort involving the Center for Teaching Professions of Northwestern University, the Northwest Educational Cooperative, National College of Education, Roycemore School, and the schools and agencies sending the participants. Participants in the August workshop will include staff members from Northwest Educational Cooperative's Bilingual Education Service Center.

....conducted a year-long internship program for a three half-time interns in cooperation with Loyola University. The purpose of this internship program was to help train future leadership personnel for the Gifted Program and to augment the Center's staff resources.

The "Guidelines" focus attention on a variety of possibilities:

Acceleration of highly gifted pupils.

Individualized instruction through such means as team teaching, non-graded plans, and independent study.

Special classes for the highly gifted, with specially trained teachers and supervisors or consultants.

Special attention to gifted youth among socially and culturally underpriviledged groups.

Curriculum improvement through programs which emphasize high-level thought processes, creativity, and divergent thinking.

Special attention to the emotional and social adjustment of gifted pupils (Guidelines, pages 4-5).

In addition, the "Guidelines" provide a list of examples for training programs.

Training programs, whether inservice programs for individual schools or institutes, are to base their programs upon materials exemplified by the following list:

1. Awareness of the area of gifted children
    a. Readings
    b. Characteristics of gifted children
    c. Research findings
2. Behavioral psychology
    a. Group interaction
    b. Development of aspirations
3. Methodology
    a. Interventions
        (1) Inquiry training
        (2) Tests and measurements
        (3) Inductive teaching
        (4) Independent study
    b. Evaluation practices
    c. Foundation theory
        (1) Bloom's Taxonomy of Education
        (2) Guilford's Model of the Intellect
4. Theory of change and roles of change agents
5. Curriculum materials and their use

6. Practicums, micro-teaching experiences and other procedures involving self-assessment of teaching practices. (Guidelines page 5).

The above discussion of programs validated by previous experience provided an example of a workshop offering. Certainly the item from the Champaign Area Service Center is illustrative of much that is called for in the "Guidelines".

Inservice training provided by the ASC's included the following: awareness, individualized instruction, creativity, group teaching strategies, Junior Great Books discussion leader training, evaluation, Taba teaching strategies, inquiry, multi-media, drama, music, human relations, motivation, independent study, behavioral objectives, values, "new" humanities, mathematics, attitudes, differentiated staffing, teaching, behaviors, teaching techniques, questioning techniques, self-assessment, reimbursement, group dynamics, art, self-concept, communication, language arts, needs assessment, higher thought processes, identification techniques, reading, humanizing education, science methods and materials, open classroom and media development.

Finally, the "Guidelines" call for such value of ASC's that:

> The approaches being espoused have such utility that they make a substantial difference in a number of schools.

And that:

> There is a favorable relationship between the probable outcomes of the area service center and the amount of State funds requested, in terms of overall value to education (Guidelines, page 3).

In respect to the former, ASC evaluators provided some impressions. At Carthage, the evaluator made the point that the center met individual needs and"....that package learning did not characterize ASC efforts."

(Page 64). At the Northwest Area Service Center interviewees reported, "The high quality, relevance and practicality of the workshops and consultant staffs impact on teacher attitudes toward educational change and classroom practices." (Pages 39-40). At North Suburban Area Service Center the evaluator reported that 55% to 75% of participants in the follow-up on training programs reported program changes as a result of participation. (Page 52). The Carthage report indicated that out of a list of 25 possible changes, "Over one-third of the respondees checked at least 20 changes." (Page 63). In a survey of building principals for Carthage, one respondant reported that, "Desks are rearranged in rooms, tables used in lieu of desks, more group discussion, greater involvement of pupils." (Page 27). Further analysis of the impact of ASC's might include the use of Reimbursement Project Annual Reports.

As to the later statement in the "Guidelines" about the favorable relationship between probable outcomes and the amount of funds, only one evaluator ventured near the area of cost effectiveness and then it was only with one brief remark: "The Center appears to be an efficient, economical and effective change agent." (Northwest, page 44). A cost-effectiveness study may be of interest to desicion makers, but at this time it does not exist.

GIFTED AREA SERVICE CENTERS AND THE ACTION GOALS

What is intended for this Section is to use elements of the Action Goals for the Seventies as external criteria for review of the Gifted Area Service Center evaluations for 1971-72. Although none of the ASC's had full cognizance of what would be contained in the Action Goals (May 1972) when they wrote their proposal, it may be of interest to determine if there is some indication of compatibility between the

directions taken by the ASC's and the directions envisioned for Illinois educators.

The results of this portion of the review will provide only some indications of compatibility/incompatibility and not judgements of congruence, since the data gathered by the various evaluators was intended for other purposes, judgement of congruence would be ex post facto. Each ASC had their own objectives, programs and approaches and what is synthesized here cannot be definitely stated to be generalizable to all centers. However, since the distribution of the Action Goals, the Illinois Gifted Program has taken into account their focus. As trends of compatibility appeared in 1971-72, they, in all probability, have been nourished in 1972-73. (That determination is yet another study).

Upon analysis of the Action Goals, two general areas emerge where the ASC's may be involved: inservice training of teachers and curriculum development.

Inservice Training

In the process of developing the Action Goals, the series of workshops considering the concepts of the action objectives indicated that there should be "....more meaningful inservice training." (Goals, page 32).

In seeking to serve clientele effectively, at least three of the ASC's conducted a needs assessment study. One ASC evaluation indicated the need for conducting a needs assessment after the center had been in operation for only seven months: "The evaluators believe that a needs assessment would be helpful in planning activities for the ASC...." (Chicago, page 50). It could well be used for inservice training.

The nature of inservice training as conducted by the ASC is varied. Workshops, of course, are a mainstay; however, as an intern at the North Suburban Area Service Center commented, one-to-one contacts seem to be the most effective way to produce change at the classroom level (page 30). This ASC quantified service calls in districts: "....120 visitations for consultation or planning with program or building administrator(s), teacher(s) and/or classroom visitation, etc." (Page 41). Respondants to another ASC's evaluation questionnaire ranked as first the need for one-to-one contact. (Northwest, page 30). Such an emphasis on this type of inservice training is also supported by earlier reports on the Illinois Gifted Program such as House, et alia, Demonstration Centers. (page 32).

In inservice devoted to the educational problems of gifted children (Vide Action Goals, page 77), ASC's reported the following number of participants: 1,026 at McKendree, (Page 28), 2,567 at Carthage, (Page 10), and 3,669 at Eureka, (Page 16ff). Reports of qualitative judgements regarding activities are included in all evaluation reports. One such example says: the high quality, relevance and practicality of the workshops "....had an impact on teacher attitudes toward educational change and classroom practices...." (Northwest, pages 39-40).

The North Sururban evaluation indicated that 55% to 57% of participants in the follow-up on training programs reported program changes as a result of participation. (Page 52). And in another evaluation study, building princiapls reported that teachers made changes in their classrooms, were more open and receptive to change and implemented suggestions and ideas from the ASC's workshops. (Carthage, page 26).

An action goal: "By the 1974-75 school year, develop service to.... gifted children to assure each child educational programming appropriate to his needs." (Page 77). The general nature of the evaluations indicate the positive contribution of ASC's to the development of worthwhile gifted reimbursement programs. The question posed by the action goal stated above, however, is: Are the area service centers capable of providing similar services so that "each child" would have educational programming appropriate to his needs by the 1974-75 school year? All but two evaluations made remarks relevant to the capability of the current ASC size to meet the demands for their service. Northwest and McKendree Area Service Center evaluations described their circumstances as requiring personnel to be spread "too thin." (Northwest, page 38 and McKendree, page 33). At Carthage "over 40 requests for ASC services had to be turned down in 1971-72 due to already over crowded staff schedules." (Page 69). In a survey of administrators for the North Suburban Area Service Center, 62% of the respondants in the sample indicated that the ASC should increase services, 23% indicated the same amount of services, and only 2% responded for a reduction of services. (Page 50). In a recommendation for the Marion Area Service Center, the evaluator stated, "It is recommended that an expansion of staff be proposed to allow a continuation of present activities and the addition of further consulting with specific schools regarding the development and implementation of programs for gifted children." (Page 15-16). This is also reflected in the Eureka report. (Page 57). Not being able to serve a broad target population, the evaluator for the Champaign Area Service Center suggested that "....it would seem appropriate to invest more time and energy next year (1972-73) in working with a smaller target population

over extended time intervals." (Page 52). However, if the goal is to serve every child, this seems to be a regression.

The impact of the ASC's in providing programs for talented and gifted students is underscored in the 1971-72 evaluation reports.

> Some (educators) commented that their experience with NASC was the first time they had felt a personal contact with a State or federal program. Furthermore, these educators contrasted the relationship with the center to that with Title I and other out-of-district programs. They liked the NASC model and its personalized approach to service. They were generally negative about Title I and other OSPI field services. (Northwest, pages 43-44).

And:

> It was found that administrators who entered the program did so because: (1) they had a strong desire to meet the needs of gifted students; (2) of the success with gifted programs in the past; (3) the SCEGTY staff visit was crucial in making the decision; and (4) teachers could learn much from the inservice program. Administrators who opted not to enter the program indicated that: (1) too much teacher release time was involved, (2) program benefits were outweighed by the amount of needed energy expended, and (3) sufficient funds were not available to operate the program (Champaign, pages 6-7).

Intensive effort on the part of the ASC personnel is significant:

> Given the prodigious effort needed to change teacher behavior in schools which resist that change, the SCEGTY staff now believes that sustained inservice at the local level is the crucial variable. (Champaign, page 20).

> Constant visitation by the ASC personnel is necessary for productive change. (South Suburban, page 30).

It would seem that the interest of the population of the State of Illinois in gifted education (Vide Action Goals, page 28), has support in efforts of the ASC's.

Curriculum Development

By 1980, every school district in the State will have an individualized instruction curriculum. (Action Goals, page 98). The idea of the importance of individualized instruction is an old-timer in the Illinois Gifted Program. It is still popular among the repertoire of the ASC's. North Suburban ASC personnel taught a credit course on individualized instruction. (Page 8). The Northwest ASC evaluation reported that in 40 out of 117 special programs, "....the prevalent theme...involved individualized instruction." (Page 3). The Eureka Area Service Center held workshops on individualized instruction for 199 educators. (Page 16ff). The impact of implementing those ideas was reported by a teacher in the Eureka report:

> Most of the concepts used on rate of learning, self-evaluation, and material are now in effect in my social studies class. Example: normal teaching -- 'lecture,' teacher centered, students study three chapters in three to four weeks...individualized -- student centered -- students in one case have studied and passed, overwhelmingly, 12 chapters in the same period of time!!! (Page 42).

The Carthage Area Service Center survey of building principals reported implementation: "Teachers are doing some individualized programs. They are relating materials to students." (Page 27).

The Action Goals also indicate skills students should master, "...problem solving, inquiry, analysis, generalization, and critical thinking." (Page 59). This, too, is a topic touched upon by many ASC's. North Suburban and Eureka, in particular, reported workshops for teachers in teaching inquiry. (North Suburban, page 8 and Eureka, page 16ff).

A building principal in the Carthage Area Service Center jurisdiction reported, "Students wrote a book of stories and presented them to younger children." (Carthage, page 27). One of the effects of ASC activities in harmony with the Action Goals: "The educational system must provide opportunities for students to express the full extent of their creativity." (Page 60). Carthage Area Service Center workshops on creativity were attended by 534 participants. Other ASC's supported workshops on creativity, too. Eureka reported 214 participants in creativity workshops. (Page 16ff).

And for all the curriculum, the impact on the students should foster positive attitude toward learning and a feeling of adequacy and self-worth on the part of all students. (Action Goals, page 59-60). The Northwest Area Service Center report included this statement. "When asked to identify specific positive influences which the NASC made in their districts regarding influences on students, respondents mentioned most frequently motivation and developing new interests. The Chicago Area Service Center report actually surveyed students: 65% responded, "I am involved in evaluation of my own progress." (Page 29). Ninety percent responded, "I am given more responsibility for my learning." (Page 35).

CONCLUSIONS

By and large, the evaluations of the ASC's indicate a positive relationship to the "Guidelines" and a positive impact on gifted education in the State of Illinois. In comparison to elements of the Action Goals the work of the ASC's seems to be a vanguard element in Illinois education.

According to the "Guidelines", the purpose of ASC's is,"....to provide for all Illinois educators and other citizens, convincing and readily available assistance in developing a number of approaches in the school districts for the education of gifted children." (Page 1). At this point in time, the ASC's are limited in fulfilling either this purpose stated in the "Guidelines" or the goals stated in the Action Goals by the lack of personnel. Of course, if additional personnel were available, additional funds would also have to be committed. The extent of service now provided allows service convincing in large part, to a significant number of educators when compared to the number of ASC staff.

When looking at the ASC collectively, there is hardly a point of illustration in the "Guidelines that has not been touched upon by the ASC's. There are some, however, that do not receive the emphasis they might have. Utilization of research findings of the Illinois Gifted Program experimental projects and significant findings from the research community in general may provide some significant new directions. Involvement in student teaching experiences, practicums, and providing support for the development of degree programs in gifted education would broaden the base for fulfillment of the Action Goals. It should be noted that this, too, would require the addition of qualified ASC staff in most cases, to provide a sound basis for the additional responsibilities.

The Ohio Re-Planning Study indicated the desirability of expanding the number and functions of ASC's to meet the needs of gifted education in the State of Illinois. Although the Ohio Re-Planning Study did not seem to fully grasp the nature and operation of ASC's, the call for expansion seems to be born out by the conclusions of individual ASC

evaluations, especially as compared to the needs of the future as directed by the Action Goals. It is evident that as a delivery system, as an agent of awareness, and as a factor in the implementation of sound programs for gifted students, the ASC's in two years have proven themselves to be a most effective institution for change.

The precise state of ASC's is yet to be determined as the Ohio Re-Planning Study obviously had short comings, and the quality of the locally orinented annual evaluations was also varied. A few were excellent and a few allowed doubts as to the quality of the content. The comprehensiveness of a statewide evaluation cannot be compiled out of the existing local efforts. In some of those local efforts, design and systematization would merit improvement. Thus, the consequence is, as stated before, that these remain only as indications. Positive indications, but only indications.

CHAPTER 3

THE FIRST STATEWIDE SURVEY OF AREA SERVICE CENTER CLIENTELE: 1972-1973

Introduction

Among the various elements of the Illinois Gifted Program, the ASC is potentially one of the most interesting structures. Its conception was in response to a thorough examination of its predecessor, the Demonstration Center (hereafter referred to as DC). It was found that the relationship of the DC to actual changes taking place in other schools was smaller than expected. It was hoped that the ASC as a more active system would demonstrate greater impact.

The evaluations of individual ASC's have suggested that the centers were of importance to the nature of reimbursement programs in the Illinois Gifted Program. A review of the ASC evaluation reports for fiscal year 1971-1972 indicated that each of the ASC's had different objectives and activities and each of their evaluations, legitimately, reflected their local concerns and needs. From this, however, the lack of a statewide perspective about the nature and impact of ASC's was underscored.

What might be included in a statewide perspective was difficult to determine. Should ASC's be compared to their original concept? Should they be compared to an external criteria such as the Superintendent of Public Instruction's Action Goals for the Seventies? It was decided that a survey might provide several levels of information: definitial -- what ASC's have developed into at this time; comparative -- how well do the ASC's match

their objectives and activities as stated in their operational proposal submitted to the State Gifted Office; and catalytic -- indicated by the perceived relationship of the ASC to change as reported by the clientele.

Based on the State guidelines, the annual evaluation reports and other sources, a schematization of an ASC was devised. Many of the elements of the schematization were included in the survey format. The outline presented here summarizes this organizing concept.

I. The Relationship to the State Office of Public Instruction is:

   A. An Annual Contractual Arrangement
   B. Based on General Operational Guidelines

II. Fulfilling Such Functions as:

   A. Inservice Training
   B. Program Development
   C. Evaluation Assistance
   D. Dissemination
   E. Change Agent

III. Utilizing Such Delivery Systems as:

   A. Summer Institutes
   B. Workshops
   C. Consultant Relationships
   D. Demonstration Sites
   E. Satellite Centers or Personnel
   F. Printed Materials

IV. Dealing With Such Content as:

   A. Awareness of Giftedness and Talent
   B. Identification of Gifted and Talented Youth
   C. Preapproval and Reimbursement Topics
   D. Curriculum Development and Revision
   E. Teaching Methods
   F. Evaluation Techniques and Methods

From this basis a survey instrument was composed. Figure 3.1 represents the final survey.

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OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
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Department for Exceptional Children
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gure 3.1

GIFTED PROGRAM AREA SERVICE CENTER EVALUATION FORM

COUNTY	DISTRICT

A. Check applicable descriptors.

☐ Teacher ☐ Reimbursement Director ☐ Administrator ☐ Parent ☐ Other (specify)

B. Total number of contacts you have had with Area Service Centers (ASC). (Circle frequency – for examples of contacts see question C. below)

0 - 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8+

C. Check (✓) if Service Utilized	Check (+) Only Those Activities Most Beneficial	Check (-) Only Those Least Beneficial	
1.			Workshops, training sessions
2.			Summer institutes
3.			Visitation to other gifted programs
4.			Evaluation assistance
5.			Program development and planning
6.			Curriculum development and revision
7.			Teaching methods
8.			Assistance with pre-approval and reimbursement
9.			Field assistance in classrooms
10.			Identification of gifted and talented youth
11.			Area Service Center newsletter
12.			Area Service Center material
13.			Phone calls, correspondence

D. If you have made a change as a result of your contact with a Gifted Area Service Center, please describe what kind of ASC activity served as a catalyst, the nature of the change, and its effect.

E. In your opinion, should the service of your ASC:

☐ be reduced ☐ be maintained at the current level ☐ be increased

Thank you. Please return as soon as possible in the enclosed, stamped, self-addressed envelope.

Survey Population

Each ASC maintains a mailing list. Names are included for a variety of reasons, and do represent a variety of clientele. A minimum sample of 300 names was to be drawn systematically from each list. In addition, all of the reimbursement directors in the ASC's domain were to be polled. The potential sample was more than 300 per center and 3500 for the state. The mailed returns were 1708, or 52%, of the potential sample. The distribution of the returns is represented in Table 3.1.

Table 3.1 DISTRIBUTION OF RESPONSE

Center	Percentage	Number
Marion	12	207
McKendree	6	100
Champaign	14	237
Carthage	12	207
ICC	10	181
South Suburban	12	211
North Suburban	11	192
Northwest	9	150
Skokie	6	92
Chicago	8	131
Total	100	1708

In several cases, the sample did not meet specifications. McKendree Area Service Center had been involved in a visitation by a state recognition and supervision team. A communication breakdown occurred, and as a result, a full mailing did not take place. The Skokie Fine Arts Service Center did not maintain as large a mailing list due to a statewide responsibility implemented through other ASC's. Chicago's survey was based within the limits of the Chicago School System.

A more detailed depiction of the population (Table 3.2) is obtained by using the totals for each of the occupational descriptors on the survey form.

Table 3.2 POPULATION BY OCCUPATION

Descriptor	Number	% of Total
Teacher	1099	64
Reimbursement Directors	297	18
Administrators	259	15
Others Specified	53	3
Total	1708	100

Teachers are the primary target of much of the inservice training conducted by the ASC's. It is, therefore, appropriate that the largest proportion of the replies came from this group.

Reimbursement directors, those on a school district's staff whose responsibility it is to manage the program and records for Gifted reimbursement

funds, represent the second most populous category, with administrators third. Others specified included curriculum specialists, counselors, and at least one librarian, and one PTA committee chairman.

These proportions represented in the returns seem quite satisfactory. In addition, a general analysis of locations represented by the returns indicates that rural, urban, and suburban are also well proportioned.

Contact with ASC's

Section B of the survey form requested respondents to circle the frequency of their contacts with the ASC. Contacts were to be considered any of the types of activities listed in Section C of the survey. Table 3.3 presents the returns for this item by center.

Table 3.3 FREQUENCY OF CONTACT WITH AREA SERVICE CENTER

	Number of Contacts									
Center	1	2	3	4	5	6	7	8+	No Response or No Contact	Total
Marion	6	16	16	14	17	9	9	88	32	207
McKendree	4	10	3	9	9	8	2	42	13	100
Champaign	3	6	6	17	9	16	6	112	62	237
Carthage	2	7	6	12	15	20	8	100	37	207
ICC	9	13	1	16	18	17	6	72	29	181
South Suburban	10	12	13	13	13	16	10	95	29	211
North Suburban	28	19	17	14	14	6	11	53	30	192
Northwest	15	20	19	15	10	7	4	24	36	150
Skokie	17	9	4	16	6	4	2	16	18	92
Chicago	2	4	6	7	4	3	1	78	26	131
Total	96	146	91	133	115	106	59	680	312	1708
% of Total	6	7	5	8	7	6	3	40	18	100

The number selected as roughly representing one contact a month for the span of an academic year was eight. It was assumed that it would indicate a general familiarity with ASC activities. A compilation of contacts by descriptor shows that the portion varies somewhat from center to center. This is accounted for the most part by the different emphasis of each center. (Table 3.4)

Table 3.4

FREQUENCY OF CONTACTS
BY OCCUPATIONAL GROUPS

	Number of Contacts									
Descriptor	1	2	3	4	5	6	7	8+	No Response or No Contact	Total
Teachers	76	96	62	98	75	70	39	390	193	1099
Reimbursement Directors	2	2	4	8	14	8	8	111	31	188
Administrators	15	14	23	22	20	22	11	163	78	368
Others Specified	3	4	2	5	6	6	1	16	10	53
Total	96	116	91	133	115	106	59	680	312	1708
% of Total	6	7	5	8	7	6	3	40	18	100

This distribution seems to indicate that reimbursement directors proportionately have more contacts with the ASC than teachers. Teachers, administrators, and others indicated 30% to 40% with eight or more contacts. Reimbursement directors reported over 50% with eight or more contacts.

Different target populations are apparent in the following table depicting the breakdown of the survey population for each ASC. (Table 3.5)

Table 3.5 OCCUPATIONAL GROUPS BY AREA SERVICE CENTER

Center	Occupational Groups				
	Teachers	Reimbursement Directors	Administrators	Others	Total
Marion	151	36	15	5	207
McKendree	62	30	4	4	100
Champaign	165	37	25	4	237
Carthage	135	40	28	4	207
ICC	115	39	23	4	187
South Suburban	142	39	20	10	211
North Suburban	99	40	47	6	192
Northwest	76	27	43	4	150
Skokie	86	0	1	5	92
Chicago	68	3	53	7	131

It is apparent that the North Suburban, Northwest, and Chicago Area Service Centers have a different composition of replies. More administrators can be explained by the Area Service Center emphasis as stated in the proposal submitted to the State Gifted Office by the North Suburban Area Service Center. The method of operation of the Chicago Area Service Center also delineates procedures requiring working relationships with the local school administrator. The Northwest Area Service Center survey return indicating possible emphasis on administrators is not as clearly depicted in that center's proposal.

It is apparent that the Skokie Fine Arts Area Service Center had a clientele that reflected that center's dependence on arrangement with other ASC's. The Skokie Center in effect provided service to other ASC's. This dependence created an abstraction from the administrative levels of educational operations. Administrators and reimbursement directors were not their typical clientele.

In respect to the distribution for the Chicago Area Service Center, the low returns falling into a category of reimbursement directors reflect the nature of the Chicago educational structure. Chicago, in many respects, is an exception to the manner in which ASC's operate. In fact, the term ASC is not applied to the state funded activities in Chicago. A covering memo had to be included with the survey forms as a point of information indicating that the ASC referred to the gifted program office "downtown."

Services Utilized

The survey population was asked to respond to 13 items falling into two general categories -- methods of delivery used by ASC's and typical content of ASC activity. The respondents were asked to indicate which of the 13 items they utilized. Table 3.6 illustrates the utilization of ASC services by the four occupational groups. This table is reported in percentages of each occupation utilizing a service so that some comparison can be made among groups.

Table 3.6 provides support for the assertion that as a group, reimbursement directors are more familiar with the ASC's than other groups. Reimbursement directors represent the highest percentage in each of the 13 areas. In addition, it can also be seen that proportionately administrators are higher than both teachers and others in 7 out of the 13 categories.

Table 3.6 UTILIZATION OF AREA SERVICE CENTER SERVICES BY CATEGORIES OF POPULATION

Service	Population Category (Stated in Percentage)				
	Teachers	Reimbursement Directors	Administrators	Others	Total
*Workshops, Training Sessions	87	95	76	75	85
*Summer Institutes	32	52	30	25	35
*Visitation to Other Gifted Programs	29	60	50	36	38
Evaluation Assistance	32	55	41	30	36
Program Development and Planning	21	78	61	57	56
Curriculum Development and Revision	34	53	36	36	37
Teaching Methods	54	63	46	42	53
Assistance With Preapproval & Reimbursement	23	77	44	23	37
*Field Assistance in Classrooms	25	34	30	26	27
Identification of Gifted & Talented Youth	31	43	27	21	32
*Area Service Center Newsletter	48	69	52	39	52
*Area Service Center Material	57	74	53	47	59
*Phone Calls, Correspondence	32	89	60	49	54
Number	1099	297	259	53	1708

* denotes delivery method, unmarked items refer to content

A strong relationship of the ASC's to reimbursement programs is suggested by the several areas where both reimbursement directors and administrators recorded the highest proportions. Visitations to other gifted programs, for example, may be used as an awareness devise, or as a sampling method prior to selection of a gifted program. Evaluation assistance also may fall heavily into the province of a reimbursement director and an administrator where a reimbursement program is under way. Program development and planning often is directed at an administrator or a reimbursement director as is assistance with pre-approval and reimbursement. Area Service Center newsletters may be sent to reimbursement directors and administrators to be passed on to teachers, and phone calls and correspondence most likely are trouble shooting devices. In all, the implication of this is that ASC's provide services that are used by a large proportion of individuals representing authority to support and develop reimbursement programs in schools.

Using the total column it can be seen that workshops are by far the most pervasive service offered by ASC's. A secondary grouping includes Area Service Center materials, program development and planning, phone calls, and correspondence, teaching methods, and Area Service Center Newsletters.

The utilization of services by the survey population as represented by individual ACS's is presented below.

Table 3.7 UTILIZATION OF AREA SERVICE CENTER SERVICES BY AREA CENTER (STATED IN PERCENTAGES)

Service	Center										
	Marion	McKendree	Champaign	Carthage	ICC	South Suburban	North Suburban	Northwest	Skokie	Chicago	Total
*Workshops, Training Sessions	90	100	86	87	87	90	79	88	71	66	85
* Summer Institutes	48	20	50	50	33	24	38	10	22	27	35
*Visitation to Other Gifted Programs	38	39	44	33	33	19	47	37	27	49	38
Evaluation Assistance	37	40	35	38	41	44	41	19	11	56	36
Program Development and Planning	61	52	59	58	60	60	46	40	27	71	56
Curriculum Development & Revision	35	41	36	41	32	56	32	23	23	44	37
Teaching Methods	67	61	62	67	56	52	32	43	46	40	53
Assistance With Pre-Approval & Reimbursement	39	46	30	23	49	28	39	21	8	66	37
*Field Assistance in Classrooms	19	32	40	30	32	32	12	9	9	47	27
Identification of Gifted & Talented Youth	50	28	21	31	38	39	27	13	10	51	32
*Area Service Center Newsletter	45	78	92	91	50	12	31	65	18	21	52
*Area Service Center Material	64	69	78	78	66	53	44	34	25	49	59
*Phone Calls, Correspondence	54	60	56	54	58	47	56	45	24	76	54
Possible Number	207	100	237	207	181	211	192	150	92	131	1708

*Denotes delivery method, unmarked items represent content.

When making comparisons among ASC's it is proper to bear in mind that each ASC serves the needs of its particular geographical area. As a consequence, each Center's proposal submitted to the State Gifted Office has a different emphasis. It would be inappropriate to infer that more service is equated with better service in the comparisons depicted in Table 3.7. It does depict emphasis. For example, in the case of Chicago, the ASC operates within the framework of a school system. Consequently, it is noticeably different from other ASC's. The composite Area Service Center, compiled from the Title column of Table 3.7, utilizes workshops, materials, phone calls, and newsletters to deal with, program development and planning, and teaching methods. The Chicago Area Service Center utilizes phone calls, correspondence and workshops to deal with program development and planning, assistance with pre-approval and reimbursement, evaluation, and identification of Gifted and talented youth. The Marion, Champaign, and Carthage Area Service Centers serve larger proportions of their populations with summer institutes than others. The South Suburban Area Service Center had a bit more emphasis on curriculum development and revision than did other centers. It is noticeable that the Skokie Fine Arts Area Service Center provides service to other centers. The Skokie center shows very little involvement in evaluation, assistance with pre-approval and reimbursement, field assistance in classrooms, and identification of gifted and talented youth.

Rating Benefit of Services

After indicating utilization, the respondents were asked to rate which of the 13 items they considered to be most beneficial and least beneficial. Different numbers of raters rated each of the 13 items; this was expected. Each respondent had the option to check as few or as many responses as they desired. The numbers in Table 3.8 represent the percentage of the respondents rating the service as positive with the base number, enclosed in parenthesis, being the total of those choosing to rate that item either positively or negatively.

Table 3.8 PERCENTAGE OF BENEFICIAL RATINGS BY OCCUPATIONAL GROUPS

(BASE NUMBERS REPRESENT NUMBERS OF RATERS)

Service	Teachers	Reimbursement Directors	Administrators	Others	Total
*Workshops, Training Sessions	97 (849)	99 (250)	97 (182)	97 (36)	97 (1354)
*Summer Institutes	95 (370)	88 (127)	80 (71)	85 (11)	91 (635)
*Visitation to Other Gifted Programs	83 (255)	81 (129)	86 (98)	82 (18)	83 (600)
Evaluation Assistance	73 (211)	84 (111)	74 (82)	77 (10)	75 (536)
Program Development & Planning	91 (402)	93 (186)	91 (126)	100 (24)	92 (806)
Curriculum Development & Revision	85 (288)	87 (149)	88 (90)	100 (15)	86 (575)
Teaching Methods	94 (500)	80 (142)	93 (99)	95 (18)	92 (825)
Assistance With Preapproval & Reimbursement	80 (181)	93 (177)	87 (96)	93 (13)	86 (542)
*Field Assistance in Classrooms	75 (200)	67 (69)	73 (61)	73 (11)	73 (468)
Identification of Gifted & Talented Youth	82 (249)	73 (85)	72 (54)	77 (10)	79 (506)
*Area Service Center Newsletter	81 (355)	78 (124)	81 (83)	69 (9)	80 (714)
*Area Service Center Materials	92 (502)	85 (137)	87 (94)	100 (15)	90 (830)
*Phone Calls, Correspondence	79 (260)	94 (188)	92 (120)	94 (15)	86 (676)
*Possible Number	1099	297	259	53	1708

*Denotes delivery method, unmarked items represent content.

Using the total column, it can be seen that about 9 of the 13 services are notably most beneficial. The composite ASC uses workshops, training sessions, summer institutes, visitation programs, materials, phone calls, and correspondence to deliver services related to program development and planning, curriculum development and revision, teaching methods, and assistance with pre-approval and reimbursement. Also beneficial are ASC newsletters as a delivery mechanism and identification of gifted and talented youth as a content area. Lowest in beneficial ratings is field assistance in classrooms as a delivery method and evaluation assistance as a content area.

A point of information (and a slight degression) pertinent to the relatively low esteem of field assistance in the classrooms: one gifted experimental project funded at the University of Illinois under the direction of Dr. Lillian Katz experimented with an advisory system for teachers in the classrooms. Jane Morpurgo and Lois Asper as field consultants in the project demonstrated the potential of field assistance in the classroom as an effective delivery mechanism for ASC's.

Low ratings by teachers and administrators on evaluation assistance brought down the composite rating thereby masking the higher beneficial rating reported by reimbursement directors, apparently the primary target for such information. This point should be more closely examined at another time.

Similarly, lower ratings by reimbursement directors and administrators than by teachers in respect to identification of gifted and talented youth should also be examined more closely. Why is it that teachers seem to be more satisfied with the ASC fare in this category of activity? Are different needs being neglected in respect to this topic, or are lower ratings sometimes indicative of items that don't directly pertain to an occupational group?

Individual ASC evaluators might make some determination of answers to these questions for the ASC's which emphasize that service.

The last question above may be illustrated by another item, phone calls and correspondence. Rated highly by reimbursement directors and administrators, a lower rating by teachers may simply indicate that that type of delivery method is not applicable to the teacher's needs.

In a more informal way, the viewpoints on service of each of the occupational groups in the survey are compared in Table 3.9.

Table 3.9

MOST BENEFICIAL SERVICES
RANKED AND COMPARED BY
OCCUPATIONAL GROUPS

Teachers view...	Reimbursement Directors view...	Administrators view...	Others view...
Workshops and Training sessions	Workshops and Training sessions	Workshops and Training sessions	Program Development & Planning
Summer Institutes	Phone calls and Correspondence	Teaching Methods	Curriculum Development & Revision
Teaching Methods	Program Development & Planning	Phone calls and Correspondence	ASC Materials
ASC Materials	Assistance with Preapproval and Reimbursement	Program Development & Planning	Workshops and Training sessions
Program Development & Planning			Teaching Methods
			Phone calls and Correspondence
			Assistance with Preapproval & Reimbursement
...as being most beneficial.			

Using correlational techniques on the survey information, additional relationships are found. The magnitude represented by the following numbers are strong considering the large number sampled in the survey. Positive ratings on workshops and training sessions were related to positive ratings on teaching methods (.49). Those giving positive ratings to evaluation assistance also tended to rate program development and planning positively (.47). Positive ratings of phone calls/correspondence are related to positive ratings on program development/planning (.43); positive ratings of phone calls/correspondence are related to positive ratings on assistance with pre-approval and reimbursement (.45); and program development and planning and phone calls (.43) have positive interrelationships.

Another look at beneficial ratings of services is presented below in Table 3.10. The numbers in the following table represent the percent of respondents rating items to be beneficial over the number of those choosing to rate that item.

Table 3.10

PERCENTAGE OF BENEFICIAL RATINGS
BY AREA SERVICE CENTER
(BASE NUMBERS REPRESENT
NUMBERS OF RATERS)

	Center										
	Marion	McKendree	Champaign	Carthage	ICC	South Suburban	North Suburban	Northwest	Skokie	Chicago	Total
*Workshops, Training Sessions	99 (173)	85 (100)	97 (189)	100 (182)	96 (143)	94 (152)	93 (129)	98 (121)	97 (73)	96 (71)	97 (1317)
* Summer Institutes	95 (100)	65 (31)	97 (118)	96 (109)	90 (52)	91 (41)	92 (67)	72 (18)	96 (27)	80 (32)	91 (579)
*Visitation to Other Gifted Programs	81 (78)	89 (45)	87 (80)	84 (52)	79 (46)	70 (37)	88 (59)	84 (51)	88 (21)	85 (51)	83 (500)
Evaluation Assistance	76 (70)	69 (39)	76 (48)	75 (41)	85 (52)	69 (46)	77 (50)	60 (18)	71 (12)	83 (53)	75 (404)
Program Development & Planning	95 (119)	88 (59)	92 (101)	95 (96)	89 (85)	86 (81)	94 (64)	82 (41)	88 (21)	98 (64)	92 (738)
Curriculum Development & Revision	88 (72)	89 (38)	84 (70)	87 (55)	81 (48)	88 (91)	82 (41)	79 (22)	80 (16)	90 (42)	86 (492)
Teaching Methods	93 (128)	95 (56)	94 (120)	98 (122)	89 (82)	87 (79)	80 (39)	94 (61)	95 (41)	88 (45)	92 (759)
Assistance With Pre-approval & Reimbursement	88 (65)	91 (45)	84 (54)	87 (45)	85 (69)	70 (32)	91 (61)	79 (23)	54 (7)	98 (78)	86 (467)
*Field Assistance in Classrooms	66 (50)	73 (33)	74 (64)	89 (55)	70 (43)	64 (38)	53 (16)	61 (14)	62 (8)	90 (46)	72 (341)
Identification of Gifted & Talented Youth	86 (94)	79 (33)	76 (32)	74 (39)	72 (51)	81 (63)	76 (31)	50 (12)	69 (11)	88 (53)	78 (398)
*Area Service Center Newsletter	62 (77)	69 (51)	91 (155)	97 (154)	60 (45)	44 (12)	64 (28)	87 (67)	72 (13)	70 (16)	80 (573)
*Area Service Center Materials	90 (118)	92 (53)	97 (140)	93 (138)	88 (86)	84 (76)	89 (55)	76 (28)	81 (21)	92 (49)	90 (748)
*Phone Calls, Correspondence	83 (81)	82 (51)	86 (79)	89 (75)	84 (60)	82 (53)	95 (70)	81 (48)	67 (14)	97 (74)	87 (585)
N possible	207	100	237	207	181	211	192	150	92	131	1708

* Denotes delivery method, items unmarked represent content.

Analysis of individual ASC ratings can only take place fairly if viewed with the proposal submitted by that center as criteria. Such an examination takes place elsewhere in reports on individual ASC's. Low ratings may have occurred in cases where ASC's placed little or no emphasis. For example, 44% of the raters of the South Suburban Area Service Center "newsletter" considered it to be beneficial even though the Center has no newsletter. Indeed, the low number involved in the rating (only 12) gives an indication of "little" emphasis. The frame of reference of those twelve respondents may have included periodic notices in a category of "newsletter." Newsletters in other centers generally appear on a regular basis, including announcements to be sure, but also tips on teaching, news items about various projects, news about State Gifted Program activities, and timelines for reimbursement reports.

The total column in Table 3.10 indicates some generalized strengths and weaknesses of ASC's. Most beneficial delivery methods utilized by the ASC's were workshops/training sessions, summer institutes, and materials. Content areas most beneficial included teaching methods and program development/planning. A few additional comments about perceptions regarding other items on the survey may add some perspective. Generally beneficial items were visitation to other Gifted programs, curriculum development/revision, assistance with pre-approval reimbursement, Area Service Center newsletter, and phone calls/correspondence. Evaluation assistance was generally perceived as beneficial by respondents in the domain of the Illinois Central College Area Service Center and the Chicago Area Service Center. Field assistance in classrooms received generally positive ratings for the ASC's at Carthage and Chicago. The Marion, South Suburban and Chicago Area Service Centers received generally positive ratings by respondents in the identification of Gifted and Talented youth.

Attitude Toward ASC's

As an indicator of what the impact of Area Service Centers might be, the survey form asked respondents to provide an example of change as a result of contact with the ASC. The examples were read by two raters and coded in two ways. Conflicting codings were resolved through discussion. First, examples were analyzed to determine the attitude indicated in the reply. Was the attitude generally negative or positive? At this point it is appropriate that the phrasing of the request would not necessarily elicit negative responses. Six hundred fifty-one (38%) respondents chose not to reply to this item, only 65 (4%) were negative in tone, and a majority amounting to 992 or 58% of the 1708 respondents were positive in tone. This is distributed by occupational groups in Table 3.11.

Table 3.11 ATTITUDE BY OCCUPATIONAL GROUP

	Group				
Attitude	% of Teachers	% of Reimbursement Directors	% of Administrators	% of Others Specified	% of Total
Positive	61	64	41	55	58
Negative	4	3	5	1	4
No response	35	33	54	43	38
Number	1099	297	259	53	1708

Proportionally, teachers and reimbursement directors expressed a positive tone in the examples they submitted. Administrators and others specified accounted for a higher proportion of respondents not providing an example.

ASC's as a Catalyst for Change

A second coding of the respo[illegible] categorized the examples into two categories -- general or specific. A coding of specific [illegible]as given to examples citing an illustration of the nature of a change.

Table 3.12

EXAMPLES OF CHANGE
BY OCCUPATIONAL GROUP

Example	Group				
	% of Teachers	% of Reimbursement Directors	% of Administrators	% of Others Specified	% of Total
Specific	42	41	22	30	38
General	23	26	24	26	24
No response	35	33	54	43	38
Number	1099	297	259	53	1708

Not suprisingly, the larger proportions of specific examples were provided by teachers and reimbursement directors.

A depiction of these items by specific ASC's provides a different perspective on attitudes and change.

Table 3.13

CHANGE AND ATTITUDE BY AREA SERVICE CENTER
(STATED IN PERCENTAGES)

		Center										
		Marion	McKendree	Champaign	Carthage	ICC (Peoria)	South Suburban	North Suburban	Northwest	Skokie	Chicago	Total
Attitudes	Positive	72	63	65	74	60	55	45	50	50	33	58
	Negative	1	2	2	0	3	8	5	5	5	6	4
Change	Specific	51	39	47	50	38	40	21	27	36	21	38
	General	22	26	20	25	25	23	29	28	20	18	24
No response		27	35	33	26	37	37	50	45	45	61	38
Number		207	100	237	207	181	211	192	150	92	131	1708

Positive percentages ranged from a low of 33% to a high of 74% with negative percentages ranging from 0% to 8%. To account for the wide range in positive ratings and a narrow range in negative range of ratings one must look to the "no response" percentages where the low was 27% and the high was 61%.

The largest proportions of negative replies came from responses for the Skokie Fine Arts Center, the South Suburban, the North Suburban, the Northwest, and the Chicago Area Service Centers. None of the negative returns, however, are excessively large. In respect to positively coded examples, the highest percentages represent the Marion, Carthage, Champaign, and McKendree ASC's. By far the lowest proportion of positive examples came from Chicago. This is accounted for in part by the large portion (61%) of the Chicago survey return not providing an example for this item.

Illustrations of Change

By way of illustrating what these attitudes were and what kinds of changes were reported, a selection of quotations is presented below.

Positive attitudes existed toward the ASC from initial involvement with reimbursement aspects of the Illinois Gifted Program . . .

> We are new in the Gifted program and have just started to implement some of the ideas we have picked up while working with our Area Service Center. Almost without exception, all of our teachers have begun to look at different ways to reach the Gifted child. I believe that our in-service training workshops have been the main catalyst in bringing about this change.

. . . to terminal contacts with the Illinois Gifted Program:

> We are a small unit district and dropped out of the program due to the excessive amount of "write-up" required. Our ASC personnel were helpful in getting a workable pre-approval accepted. Our program consists primarily of in-service training and relies almost entirely on the services of the ASC. Their

> efforts have made a definite impact on our school. The teachers are much more aware of the individual differences in children and are making efforts in the classroom to help students reach their potential as individuals as a result of Gifted Program training.

The initial sentence of the quote above also gives an indication of the nature of many negative comments received in the survey. Rather than discontent with the ASC, writers often indicated difficulties related to reimbursement. Small districts especially indicated financial restrictions due to an assessed evaluation basis for reimbursement.

> We have too few students which makes it economically unfeasible for us to maintain a program. Therefore, we are no longer participating in the program.

Other negative comments more directly reflecting on Area Service Centers point out the constraints due to the limited funding of the ASC's:

> I feel that the program could be strengthened and be more effective if a follow-up of the workshops by field assistance in the districts and to some extent in the classrooms was initiated.

Due to funding levels each of the ASC's operated with only three or four consultants to cover as much as 25 counties and 1,000 square miles as well as 79 school districts.

Another type of criticism of ASC's is also related to the limited personnel available:

> It seems most of the services and materials are slanted for the elementary schools rather than high schools.

As opposed to the few identifications of constraints many reports of a wide range of services were submitted. One administrator devised the following chart to illustrate the impact of his ASC in each of the thirteen categories suggested by the survey form.

ACTIVITY	Nature of the Change	Effect
Workshops, training sessions	Change in teachers' way of teaching, materials used	Positive effect for the students
Summer Institute	Dissemination of ideas to other staff members	Faculty awareness
Evaluation Assistance	Group meeting with directors to write evaluation into pre-approval applications	Concise, accurate application with no excessive clerical requirements
Program Development & Planning	ASC help with method of establishing identification criteria, evaluation model, inservice plans, & special instructional approaches for gifted	Classes begun at Jefferson, Junior High, & High School attendance centers
Curriculum Development & Revision	Development of plans for elementary & junior high groups regarding materials for instruction	Special materials chosen for use in instruction both enrichment & additional
Teaching Methods	Creative Teaching, Seminar On Strategies, single workshops multiple talent ideas all implemented by teachers	Improved teaching techniques & methods
Assistance with Pre-Approval & Reimbursement	Workshops to give guidelines & a method of writing	Better ideas on part of the directors as to what to include
Identification Of Gifted & Talented Youth	Total staff participation in identification, using criteria developed by the gifted committee	Better support for program and greater participation.
ASC Newsletter	Involvement in meetings and in-service	Greater interest on part of staff in program
Phone calls, Correspondence	Special problems cleared up, questions answered	More efficient operation of day to day activities and prompt answers to questions

Specific examples of change often included individualized instruction, as disseminated by the ASC's:

> In small group discussions, I learned of ways to implement individualized programs in math, reading, and language arts. Packets of information which were distributed also proved to be helpful. The ideas were used in second grade classrooms. Many positive goals were achieved by the children . . .

Out of the 1057 written examples, 218 or roughly 20% spontaneously referred to individualization.

As an additional point of interest, comments on the Third Annual Conference on Gifted Children held at the LaSalle Hotel in Chicago on March 5, 6, and 7, appeared among the responses:

> I considered the conference valuable in that I learned what is being tried in schools throughout the area, heard in discussion how teachers present reacted to what was presented and brought home dittoed material and ideas that would work into the local program. I plan to use some games from a booklet entitled "Listening Exercises for the Classroom" by Janet Molinarolo which I received at the conference. The slogan, "All Children are Potentially Gifted" keeps in my ears. I am now searching for children's gifts.

With a majority of responses of a positive nature it appears that ASC's are favorably perceived by their clientele. Sixty-two percent of the respondents attributed some change in their programs to contact with the ASC's. Of this nearly two-fifths of the changes were stated in specific terms. With this basis, it is safe to conclude that on a state-wide basis the ASC's have a perceptable and positive influence on gifted reimbursement programs.

Comparison of the Area Service Center and the Demonstration Center as an Agent for Change in the Public Schools

As has been stated previously, the ASC evolved as a replacement for DC's. Enough comparable data exists to make some comparison between these two potential change agent institutions.

Teachers and administrators of local gifted programs who visited DC's in the 1968-69 school year were asked to write a specific example of a change they had instituted in their class or school. The same criteria that was used in analyzing these results was used in looking at the responses to the 1972-73 ASC survey. Table 3.14 illustrates the comparison of data.

Table 3.14 STATEWIDE COMPARISON OF EFFECTIVENESS BETWEEN AREA SERVICE CENTER AND DEMONSTRATION CENTER AS CHANGE AGENTS

	Teachers		Administration		Total	
	DC*	ASC**	DC*	ASC**	DC*	ASC**
Specific Example	30%	42%	25%	32%	29%	38%
General Example	22%	23%	16%	23%	20%	24%
No Response	48%	35%	59%	45%	51%	38%
Total Number	907	1099	186	556	1093	1655

* Demonstration Centers
** Area Service Centers

One has to keep in mind while looking at the above table that it is quite easy to merely check a box indicating that "yes, I have changed" while it is quite another activity to write a specific example of change in the classroom. The data seems to clearly indicate:

1. Many more of the ASC respondents were able to attempt a written response than DC respondents (51% to 38%).

2. Teachers (by 12%) and administrators (by 7%) both are able to point to more specific examples of personal change as a direct result of their interaction with an ASC activity.

3. The total percent of increase (29% to 38%) would tend to justify the switch from DC to ASC, if change is a criteria for success.

Not only has the total average of specific change examples increased with the advent of ASC, but also has the range in responses among the sites decreased.

The percentage of total visitors to DC who could give a specific example of their adaptation of a demonstration activity ranged from 14% at the Bryan Mawr Demonstration Center in Chicago to 55% for the Skokie site -- a range of 41%.[21] As Table 3.13 indicates, the range in response to the identical request for ASC respondents was from 21% for the Chicago and North Suburban sites to 51% for the Marion Area Service Center -- a range of 30%.

Two further comparisons are possible with these sites: Marion and Chicago. The organization obviously benefited teachers and administrators in the Southern Illinois area which the Marion ASC services. The DC reports showed that only 21% of the visitors could give an example in 1969 while 51% of the ASC respondents could in 1973. However, both the Chicago DC and ASC respondents were at the bottom in this area. Perhaps, the inbred constraints for change in such a large system limit the maximum potential possible regardless of organization structure.

While the above data is tentative, it provides a baseline on which to analyze further development in the ASC as a change agent in local education. It is also, we believe, unique longitudinal data on how personnel in local district programs perceive a statewide state supported vehicle for program development.

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[21] Thomas Kerins, Ernest R. House, Stephen Lapan, Joe M. Steele, After the Visit: The Impact of Demonstration, University of Illinois, Center for Instructional Research and Curriculum Evaluation, May 1970, p 31.

Level of Service

A final request on the survey form asked respondents to indicate if services of the ASC should be reduced, maintained at the current level, or increased. This item too, was used to determine the attitudes toward ASC's. An opinion stating reduction would indicate a low perception of the value of ASC activities, an indication of an increase was interpreted to indicate a favorable perception of the value of ASC's. An opinion indicating maintenance was interpreted as generally favorable. Very few respondents did not make a choice to this item and consequently this information was used to provide an interpretative clue when large numbers failed to respond to the change item. In instances where a large no response to change allowed doubt as to the positive or negative balance of the anecdotal replies, the support item was used.

The perceptions of occupational groups are presented in Table 3.15.

Table 3.15 LEVEL OF SERVICE RATED BY OCCUPATIONAL GROUP (STATED IN PERCENTAGES)

Service Should be...	Occupational Group				
	Teachers	Reimbursement Directors	Administrators	Others Specified	Total
Reduced	4	3	3	6	4
Same	42	55	63	53	48
Increased	50	41	31	37	45
No Response	4	1	3	4	3
Number	1099	297	259	53	1708

Of all the groups, teachers are clearly most favorable. Next in proportion of support are reimbursement directors, followed by administrators. Least favorable were those respondents falling into the category of "other." None of these groups, however, are negatively disposed to ASC's.

Table 3.16, below, presents the same question for each ASC.

Table 3.16 LEVEL OF SERVICE (BASED ON PERCENT OF RETURN FOR EACH AREA SERVICE CENTER)

Service Should be ...	Center: Marion	McKendree	Champaign	Carthage	ICC	South Suburban	North Suburban	Northwest	Skokie	Chicago	Total
Reduced	2	2	3	2	3	8	9	4	5	3	4
Same	45	39	44	45	54	49	49	59	44	43	48
Increased	50	55	49	52	41	38	36	34	46	52	45
No response	3	4	4	1	2	5	6	3	5	2	3
Number	207	100	237	207	181	211	192	150	92	131	1708

The South Suburban and North Suburban ASC's brought a slightly higher negative return on this item than the other ASC's. However, their returns for the same level of funding do not stand out from the other centers. The toll came from the category of respondents indicating that services should be increased. South Suburban, North Suburban, and Northwest ASC's comparatively had a lower proportion of replies than other ASC's.

If this sample of opinions were to be applied to funding, the following might be concluded: Providing the ASC with a "cost of living" increase would be appropriate to insure the continuation of service in this inflationary era.

Conclusions

The population responding to the survey of ASC clientele represents a group with relative frequent contacts with the service of the centers. Occupationally, teachers accounted for the largest portion of the responses.

Workshops are the most heavily utilized of ASC delivery methods. Workshops are perceived to be a beneficial service. Out of 849 teachers rating workshops, 97% considered them most beneficial, 99% of the 250 reimbursement directors; 97% of the 182 administrators, and 97% of those

36 respondents categorized as others rating the workshops indicated them to be most beneficial.

Effective ASC delivery methods include workshops, training sessions, summer institutes, visitation to other gifted programs, materials, phone calls, and correspondence. The content perceived to be most beneficial relates to program development and planning; curriculum development and revision; teaching methods; and assistance with pre-approval and reimbursement.

ASC's are perceived positively by their clientele. The clientele report that the centers have a strong relationship to changes taking place in gifted reimbursement programs throughout the State. Of the examples of change submitted only 4% of 1708 responses were coded as being negative in tone while 58% were positive. Thirty-eight percent of the examples were judged to be specific. Without solicitation, 218 examples specifically mentioned individualization as an element of the change taking place.

It is clearly the case that the ASC's are an important part of the Illinois Gifted Program. Ninety-three percent of the respondents to the survey indicated that service either be maintained at the same level or increased while only 4% called for a reduction of services. With the collection of additional information from reimbursement sites planned for 1973-1974, as more definite judgement may be made.

MARION AREA SERVICE CENTER SURVEY

Survey Population

The mailed survey return for the Gifted Area Service Center at Marion was 207 out of approximately 300. The categories of the population responding are as follows: (Table 3.17)

Table 3.17 CLASSIFICATION OF RESPONDENTS MARION AREA SERVICE CENTER

Teachers	151
Reimbursement Directors	36
Administrators	15
Other Specified	5
Total	207

Slightly over 42% of this population has more than eight contacts with the ASC while 58% had seven or fewer contacts. The nature of this distribution may be of interest. It may represent expanding contacts of the ASC, new teachers, or programs new to the Illinois Gifted Program. The exact nature of this population might be explored by the independent evaluation for this ASC.

Services Utilized

The survey population was asked to check the items on a list to indicate the ASC activities they utilized. Based on these responses, a ranking of services utilized is displayed below.

Table 3.18

RANKING OF SERVICE
BASED ON UTILIZATION
AT MARION AREA SERVICE CENTER

Rank	Service	% Utilization (n=207)
1*	Workshops, Training Sessions	90
2	Teaching Methods	67
3*	Area Service Center Materials	64
4	Program Development and Planning	61
5*	Phone Calls, Correspondence	54
6	Identification of Gifted & Talented Youth	50
7*	Summer Institutes	48
8*	Area Service Center Newsletter	45
9	Assistance with Pre-Approval & Reimbursement	39
10*	Visitation to Other Gifted Programs	38
11	Evaluation Assistance	37
12	Curriculum Development and Revision	35
13*	Field Assistance in Classrooms	19

*denotes delivery method; unmarked items represent content

In order to determine the appropriateness of the ranked utilization of these items of comparison with the ASC proposal is undertaken.

The appearance of workshops and training in first place reflects this center's extensive use of this mechanism as a delivery system. The Marion Area Service Center refers to such activities as, "subregional meetings," "sessions in local districts and in sub-regional locations," "extended workshops opportunities," and "two day's of input activities." Five out of the seven objectives identified in the proposal incorporated workshop type of activities.

It is probable that methods and materials were a significant feature of these workshops. Therefore it is not surprising to find those items ranking second and third.

Program development and planning, ranking fourth, is identified as a concern in two objectives of the Marion proposal. Delivery methods -- phone calls/ correspondence, newsletters, and visitation to other gifted programs -- are interspersed, with the next items which are also indicated as target areas in the ASC objectives. These are objectives related to identification of gifted and talented youth, summer institutes, and assistance with pre-approval and reimbursement.

Interesting to note, however, is the last place for utilization of field assistance in classrooms. This type of activity is covered by at least one ASC objective. This may rank low because of the limited number of individual contacts possible for a limited number of staff. However, coupling this with a low rating of benefit for this activity (depicted below), ASC activities in this category certainly need closer examination.

An area which the survey did not cover, but which was included for two years in the Marion Area Service Center proposal, is parental involvement activities. It is unfortunate that none of the respondents sampled for the survey indicated the descriptor "Parent." With several years of contact possible, parental views of ASC activities might have provided an interesting perspective for this study.

Rating Benefit of Service

With the exception of field assistance in classrooms, these activities that are emphasized in the Marion Area Service Center's objectives are considered to be beneficial by the respondents to the survey. Only three

items were rated less than 80% beneficial by those rating the items. Out of seventy respondents only 76% considered "Evaluation Assistance" beneficial; out of fifty respondents only 66% considered "Field Assistance in Classrooms" beneficial; and out of seventy-seven respondents only 62% considered the "Area Service Center Newsletter" to be beneficial. Although it is not a major ASC objective, the newsletter in addition to field assistance should be examined as a useful delivery system. Those activities engaged in by the ASC deserve to be of high quality and subsequently of high benefit.

Table 3.19 RANKING OF BENEFIT AT MARION AREA SERVICE CENTER

Rank	Service	% Most Beneficial	% Least Beneficial	Number(207 Possible)
1*	Workshops, Training Sessions	99	1	173
2*	Summer Institutes	95	5	100
3	Program Development	95	5	119
4	Teaching Methods	93	7	128
5*	Area Service Center Materials	90	10	118
6	Assistance with Pre-Approval and Reimbursement	88	12	65
7	Curriculum Development & Revision	88	12	72
8	Identification of Gifted and Talented Youth	86	14	94
9*	Phone Calls, Correspondence	83	17	81
10*	Visitation to Other Gifted Programs	81	19	78
11	Evaluation Assistance	76	24	70
12*	Field Assistance in Classrooms	66	34	50
13*	Area Service Center Newsletter	62	38	77

*denotes delivery method; unmarked items represent content

Items numbered 1, 2.5 (second item), 4, and 5, are items ranking 1, 2, 3, and 4 in utilization. Each of these items also ranked above 90% as "Most Beneficial." The Second group items -- those falling in the 80% to 90% beneficial range -- include two delivery methods, phone calls, and correspondence and visitation to other gifted programs. This last item was rated by 78 respondents 81% of which indicated it to be beneficial. Although this does not seem to be a low rating, careful consideration needs to be given as to how visitation is used. Usually as an awareness kind of activity for schools exploring the concept of gifted education, visitation to a model classroom should be followed by a discussion with the teacher conducting the demonstration and additional ASC follow-up when the observer has returned to his own environment. Used as an illustration for a methods or curriculum workshop, follow-up is also needed. In both these cases observers with a wide range of reference points and external judgemental criteria often do not completly understand what they have seen. Follow-up is important for this reason too.

Attitudes and Change

In an attempt to gather some indications about the impact of the Area Service Center upon the client population, the survey requested an example of change from the respondents. The examples were coded for attitude: was the tone of the reply positive or negative? Out of 151 responses 148 were positive in tone (98%).

Written examples were reviewed for the second feature. Coding was given to the items to classify the change reported as general or specific. Out of the 151 responses, 105 were specific (70%) and 45 were general (30%). This is a strong indication that the Marion Area Service Center contributes positively to change in Southern Illinois. In actual impact the ASC role should be considered significant.

The specific value of the changes taking place legitimately ideally should be measured in a report on reimbursement programs. However, some examples taken from the responses to the survey form may provide some indication about the nature of the changes taking place that were attributed to a relationship with this ASC.

Initial contacts with the ASC often relate to the attitudes of teachers:

> I have worked closely with Area Service Center personnel both in our school district and at summer institute. In my opinion they have done more to change attitudes and teaching strategies than any other agency (especially education department at the Universities.)

Another teacher:

> I believe the biggest change I have made as a result of my contact with the Area Service Center has been one of attitude. As a result of direct contact with the Area Service Center and attendance at a workshop, I am teaching with a whole new perspective.

A third teacher also spoke of attitude changes and broad scale change:

> Our entire school district has made major changes in attitudes, curriculum and general programming as a result of the assistance we received from the Area Service Center in Marion when we were setting up a program for the Gifted. Bob Campbell gave us the initial boost we needed to get ideas in action and has been of great help all along.

Another excerpt from a teacher's survey response also indicates spin-off from the Gifted program:

> My program has encouraged others to innovate in my building. I now serve as a satellite person for the Area Service Center in Marion.

The lone negative comment from a teacher was softened by a qualification:

> Much of the contact with the Area Service Center has been through occasional workshops which had rather questionable organization and planning.
>
> The coordination between the Area Service Center and our project has been poor. However, in all fairness, I'm not sure that this is solely because of the Area Service Center or our own Project Co-ordinator. As a teacher, my contact has been quite inadequate.

A reimbursement director in a well established Gifted program sketched a changing relationship to the ASC:

> The Area Service Center was very vital when we first began our program. They provided important services to both instructional and administrative levels.
>
> Since that time, we have been able to provide for our own needs in this level of operation.
>
> New we find the Area Service Center most helpful in other areas, especially by providing special and diversified opportunities in both instruction and in-service opportunities. We select what we need from these activities.

One reimbursement director indicated that the ASC helped to remedy an unfortunate circumstance:

> We changed from an independent study program which was very unproductive to a viable and very productive Gifted program..... This change was brought about primarily by five all day training sessions put in by the three consultants at the Area Service Center at Marion.

A reimbursement director-administrator was vehement in assessing the value of the ASC:

> This entire Gifted program.....was changed as a result of Bob Campbell and his staff. Our program was nothing. The leadership of Bob (and staff) helped us produce an outstanding five year plan. I would suggest keeping the Area Service Centers and then clean out the Springfield Office: We need the Area Service Center more than we need that office.

Another administrator reported that in their beginning Gifted program the ASC played an important role:

> All of our teachers have begun to look at different ways to reach the Gifted Child. I believe that our in-service training workshops have been the main catalyst in bringing about this change.

These remarks indicate that there is a strong relationship between the activities of the ASC at Marion and changes that are taking place in gifted education. The impact is acknowledged by teachers, reimbursement directors, and administrators.

As an indication of the perceived value of the ASC, the survey population was asked if the service should be reduced, kept the same, or increased. Three percent of the 207 respondents did not reply. Only two percent, called for a reduction of service. This seems to bear out the overwhelmingly positive response indicated in the written responses above.

Forty-five percent indicated services should remain the same and 50% indicated that services should be increased. The weight of opinion is obviously positive.

Conclusions

The survey for the Marion Area Service Center brought a response rate of about 67%. The distribution of these replies indicate a satisfactory geographical representation in the Southern Illinois area.

The indications from the survey are that there is a large degree of congruence between the proposed activities of the Area Service Center and the activities taking place. These activities are matched with a high proportion of perceived benefit. The sole exception is in the activity area of "Field Assistance in Classroom." This should be closely examined to seek some in-depth analysis of these activities.

The impact of the activities sponsored by the center is perceptable. One hundred five of the respondents cited specific example of change and forty-five respondents referred to change in general. This indicated that at least three fourths of the respondents felt the Marion Area Service Center had an impact on their school environment.

MC KENDREE AREA SERVICE CENTER SURVEY

Survey Population

The survey for the Area Service Center at McKendree College, Lebanon, Illinois elicited 100 responses. The occupations of the population in the response break down as follows:

Table 3.20 CLASSIFICATION OF RESPONDENTS MCKENDREE AREA SERVICE CENTER

Teachers	62
Reimbursement Directors	30
Administrators	4
Others Specified	4
Total	100

This population had relatively frequent contacts with the ASC. Forty-two percent of the respondents had eight or more contacts with the ASC, while fifty-eight percent had seven or fewer contacts.

Services Utilized

The survey population was asked to indicate the ASC activities they utilized. Based on these indications a ranking of services utilized is depicted below.

Table 3.21

RANKING OF SERVICE
BASED ON UTILIZATION
AT MCKENDREE AREA SERVICE CENTER

Rank	Service	% Utilization (n = 100)
1 *	Workshops, Training Sessions	88
2 *	Area Service Center Newsletter	70
3 *	Area Service Center Materials	69
4	Teaching Methods	61
5 *	Phone Calls, Correspondence	60
6	Program Development and Planning	52
7	Assistance With Pre-Approval & Reimbursement	46
8	Curriculum Development and Revision	41
9	Evaluation Assistance	40
10 *	Visitation to Other Gifted Programs	39
11 *	Field Assistance in Classrooms	32
12	Identification of Gifted & Talented Youth	28
13 *	Summer Institutes	20

* Denotes delivery method, unmarked items represent content.

The items in the lower end of this distribution would deserve further analysis. ASC activities, even those not heavily utilized, should receive a high proportion of beneficial ratings of quality is high and if specific activities falling into those categories meet the needs of the participants. Three of these items, ASC newsletter, field assistance in classrooms, and identification of gifted and talented youth, are not necessarily significant as the proposal does not stress these elements. On the other hand, the low ranking of evaluation assistance and summer institutes raises the question, "Is this a qualitative deficit or is it a failure to meet the specific needs of the client population?" Since this survey is not a tool to resolve the question, it is possible that the independent evaluation for this ASC be directed to investigate this issue.

Attitudes and Change

In seeking to obtain some indication of the impact of the area service center upon the client population, the survey called for an example of change. The examples were coded for attitude: Was the tone of the response positive or negative? Out of 65 responses, 63 were positive in nature (97%).

A second coding was given to the items to classify the change reported as general or specific. Out of 65 responses, 39 were specific (60%) and 26 were general (40%). This seems to indicate that in actual impact, in bringing about change, the area service center does play a role that should be considered important. A large number (35 out of 100) did not indicate change.

The value of changes taking place unfortunately is another issue not easily determined by such a survey. However, some examples may provide some indication about the nature of the changes taking place that were attributed to a relationship with the ASC.

One teacher indicated the personal impact of association with the ASC.

> Area Service Center workshops have helped me to become a more aware, understanding, and innovative teacher. Through techniques I have learned through the area service center I have become closer to all my students and much more capable of meeting their many and complicated needs. I really value the area service center and wish that more teachers could benefit from the work of the ASC staff.

One teacher spoke about the chain of effects related to the impact of the ASC:

> Giving credits where credits are due, I'm a much better teacher since being in contact with the Region V Area Service Center. My students who now enjoy school would attest to this change.

Another teacher indicated impact on methods:

> As a result of workshops and conference with area service center personnel, my teaching team has begun use or improved our use of the following: inquiry method, contract learning, independent study, role playing, simulation games, and wider range of student choice. In addition, we have gained a new appreciation for humanism and warmth in the classroom.

An Administrator-Reimbursement Director presented another perspective:

> Inservice on the local level has been great. Forty-one have attended area service workshops. The "top-notch" key leaders of these sessions have motivated our teachers and affected their teaching methodologies more than any other source. The "why" concept is now considered. The process of learning is being implemented, not just congitive -- recall memory teaching of facts. Creativity, different styles of grouping -- I could go on and on -- the center has been a stimulus for change and improvement definitely -- to provide national leaders to present their thing. Impossible to rate them as high as they deserve.

Another reimbursement director indicated that the ASC serves the role of providing continuity in the case of their retirement:

> Because of the scope of our program, K-12, we must rely heavily on the Center for much of our inservice training. It would be impossible to plan the varied program which the Center conducts for teachers.
>
> Having been a full-time reimbursement director for eight years, I am able to do many of the listed items myself. But, I am retiring as of June, 1973, and the newly appointed director will need much assistance from the Center.

Rating Benefit of Service

What may raise some issue is the relative benefit of some of these items. Fifty-one respondents chose to rate the value of the Area Service Center newsletter and out of this, only 69% of the respondents indicated it to be one of the most beneficial activities. This compares to eight other items receiving a beneficial rating of 80% or over of the raters. Consideration might be given to the purposes and nature of the newsletter.

Of those choosing to rate evaluation assistance, only 69% (this time out of 39 raters) indicated this to be of a most beneficial nature.

Faring a bit better in rating was field assistance in the classroom, 73% beneficial out of 33 raters, and identification of gifted and talented youth with 79% out of 33 raters.

Lastly, summer institutes were rated by 31 of those responding to the survey and 20 or 65% of the raters indicated this to be most beneficial

The following table depicts ratings by those responding. The population for each rating differs and the number is included for reference on the table.

Table 3.22

RANKING OF BENEFIT
AT MCKENDREE AREA SERVICE CENTER

Rank	Service	% Most Beneficial	%Least Beneficial	K-(100 possible
1*	Workshops, Training Sessions	100	0	88
2	Teaching Methods	95	5	56
3*	Area Service Center Materials	92	8	53
4	Assistance With Pre-Approval and Reimbursement	91	9	45
5	Curriculum Development & Revision	89	4	38
6*	Visitation to Other Gifted Programs	89	11	45
7	Program Development & Planning	88	12	59
8*	Phone Calls, Correspondence	82	18	51
9	Identification of Gifted and Talented Youth	79	21	33
10*	Field Assistance in Classrooms	73	27	33
11	Evaluation Assistance	69	31	39
12*	Area Service Center Newsletter	69	31	51
13*	Summer Institutes	65	35	31

* Denotes delivery method; unmarked items represent content.

In comparing this ranking of utilization of the ASC proposal submitted to the State Gifted Office, it would seem that emphasis on workshops, teaching methods, program development and planning, assistance with pre-approval and reimbursement, curriculum development and revision, evaluation assistance, visitation to other gifted programs, and summer institutes would show up in survey results. The ranking of workshops and training sessions in first place is entirely appropriate as this is the most important delivery method in the ASC repertoire. Items ranking in second, third, and fourth place are also delivery methods and it is not disturbing to find them ranking above content items that may represent Center objective.. In addition, the ranking of Summer Institutes in last place of utlization is not surprising, as the number of participants is limited.

These remarks seem to indicate that there is a strong relationship between the ASC and the professional development of teachers, the development of reimbursement programs, and impact upon students.

The final area of the survey may shed some light on the perceived value of the ASC by its clientele. When asked if the service of the ASC should be reduced, kept the same, or increased, four percent did not respond, two percent indicated reduction, thirty-nine percent signified the same, and fifty-five percent indicated increase. The skew is in an obviously positive direction.

Conclusions

This survey did not bring as large a return as would have been desirable; however, the indication of the population characteristics is that this is fairly representative as returns represented over forty different schools.

The survey does seem to reflect some congruence with the ASC proposal. The benefit of the ASC operations is generally high with some areas that should be examined in more depth to seek more detailed explanation of the nature of survey results: evaluation assistance, field assistance in classrooms, identification of gifted and talented youth, and summer institutes.

The activities of the center have an impact on the nature of the programs in schools. The high rate of no response (35 out of 100) would bear further investigation.

Support for the ASC among the respondents was high.

CHAMPAIGN AREA SERVICE CENTER SURVEY

Survey Population

The survey for the Area Service Center for Educators of Gifted and Talented Youth in Champaign brought 237 replies out of approximately 300 inquiries. The occupational breakdown of the responses is depicted in Table 3.23.

Table 3.23 CLASSIFICATION OF RESPONDENTS CHAMPAIGN AREA SERVICE CENTER

Teachers	165
Reimbursement Directors	37
Administrator	25
Other Specified	4
Total	237

This population has relatively frequent contacts with the ASC. Nearly half of the respondents (47%) reported eight or more contacts with the center.

Services Utilized

The survey requested the respondents to check items on a list to indicate the types of contact they had with the ASC. Based on these responses, a ranking of services utilized is depicted below.

Table 3.24

RANKING OF SERVICE
BASED ON UTILIZATION
AT CHAMPAIGN AREA SERVICE CENTER

Rank	Service	% Utilization (n=237)
1*	Area Service Center Newsletter	92
2*	Workshops, Training Sessions	86
3*	Area Service Center Material	78
4	Teaching Methods	62
5	Program Development and Planning	59
6*	Phone calls, Correspondence	56
7*	Summer Institutes	50
8*	Visitation to Other Gifted Programs	44
9*	Field Assistance in Classrooms	40
10	Curriculum Development	36
11	Evaluation Assistance	35
12	Assistance with Pre-Approval & Reimbursement	30
13	Identification of Gifted & Talented Youth	21

*denotes delivery method; unmarked items represent content

In this ranking, items number 1, 2, 3, 6, 7, 8, and 9 represent means of delivering services. The high ranking of Newsletter indicated the efforts of this center to keep continuous contact with its clientele. Workshops are the forte of the ASC and it is not surprising to find its utilization by the respondents. The grouping of all of the delivery methods rather high in utilization indicated the Center's diversified contact with the respondents. Many methods of contacting teachers, reimbursement directors and administrators are used rather than a reliance totally on one approach.

Ranking fourth and fifth are the content areas of "Teaching Methods" and "Program Development and Planning." Out of the nine highest items in utilization - seven delivery methods and two content areas - eight

were also ranked highest when the respondents were to indicate the most beneficial of their contacts with the ASC. The sole change was that of "Field Assistance in Classrooms" being rated in thirteenth place as beneficial replaced by "Assistance with Pre-Approval and Reimbursement." (Further discussion of ranking of benefit is found below and is depicted in Table 3.25).

ASC objectives, as stated in the proposal submitted to the State Gifted Office, compare favorably with the general rankings established by the replies of the respondents. The lone issue that may appear from these results is the low ranking of "Identification of Gifted and Talented Youth." This is not an emphasis in the Center's proposal and legitimately need not appear if the needs of the client population do not dictate it--mature reimbursement programs often are beyond the question of how to identify a target population. If only new programs are in need of such assistance and if there are relatively few new programs then this ranking would be reasonable. Additional information about the needs of the client population is necessary to clarify this point.

Rating Benefit of Services

In rating the benefit of the same items, respondents responded to only those they considered to be most beneficial or those least beneficial. The following table then had a different number responding to each item.

Table 3.25 RANKING OF BENEFIT
AT CHAMPAIGN AREA SERVICE CENTER

Rank	Service	% Most Beneficial	% Least Beneficial	N (237 Possible)
1*	Workshop, Training Sessions	98	2	193
2*	Area Service Center Materials	97	3	144
3*	Summer Institutes	97	3	122
4	Teaching Methods	94	6	127
5	Program Development & Planning	92	8	110
6*	Area Service Center Newsletter	91	9	171
7*	Visitation to Other Gifted Programs	87	13	92
8*	Phone Calls, Correspondence	86	14	92
9.5	Assistance with Pre-Approval and Reimbursement	84	16	64
9.5	Curriculum Development & Revision	84	16	83
11.5	Evaluation Assistance	76	23	63
11.5	Identification of Gifted and Talented Youth	76	23	42
13*	Field Assistance in Classrooms	74	26	86

*denotes delivery method; unmarked items represent content

Items ranked from 1 through 9.5 fall above an 80% beneficial level, and it is encouraging that generally the items ranked by the largest numbers fell high in this spectrum. The exception in this respect is "Field Assistance in Classrooms" which when rated by 86 respondents obtained only a 74% benefit rating. This aspect of the ASC activity definitely needs further examination. Several positive responses in the narrative section of the questionnaire referred to the beneficial support of Jane Morpurgo who was one of the field personnel of the University of Illinois Gifted Experimental project of Dr. Lillian Katz.

This project worked closely with the ASC and provided part of the follow-up for the Champaign Area Service Center's Summer Institute. Determination of points of reference held by the population falling into the 26% "Least Beneficial" category would be informative.

The two items tried in rank at 11.5 also may bear further analysis. In respect to "Evaluation Assistance," a change in perception by the ASC clientele may already have taken place. One of the projects undertaken by the ASC, but not completed until about the time of the survey, was an information package on aspects of evaluation for the use of reimbursement directors. The distribution and utilization of this information may not have shown up in the survey replies.

Attitudes and Change

As a means of attempting to gather some indications about the impact of the ASC upon their clientele, the survey requested an example of change from the respondents. The examples were coded for attitude: was the tone of the reply generally positive or negative? Out of 158 responses 153 were positive (97%) and only five were negative (3%). Seventy-nine respondents did not reply to this item.

A second coding was given to these replies. Was the response general or specific? Seventy percent (111) were specific and 30 percent (47) were general. It is apparent, therefore that the ASC is considered to be a factor in bringing about change.

It is beyond the scope of this survey to assess the specific value of the reported changes. However, some examples may provide some indications about the nature of the changes taking place that were attributed to a relationship with the ASC.

A general comment from a teacher indicates not only personal benefit but also spin off from the gifted programs:

> I have become a much more flexible resourceful, happy teacher as a result of my contact with the gifted program. I feel that this service has enabled me to become a leader and a motivator of the teachers in my own building.

Another teacher reported specific changes:

> ...We have also done some team teaching this year in our department. It was the summer institute which helped me in understanding this method and planning for its incorporation in our teaching situation. I also learned about the British Infant School and the concept of open education at the institute. We have tried to incorporate some of these ideas, specifically more individualized instruction, greater participation by the students in determining course content and grades, and less dependence by the students upon the teacher as the dispension of knowledge.

A teacher reported that contact with the Gifted Experimental Project personnel was important as field assistance in the classroom:

> The biggest single change I made was in setting up learning centers and rearranging the physical setting of the room following a session which Jane Morpurgo talked to me at noon and worked with the children in the afternoon. Class has responded positively.

Examining further the area of field assistance in the classrooms one negative comment corresponding to a "least beneficial" rating came from a teacher:

> When we asked for help and direction with our program, the consultant pointed to where we <u>had</u> been and gave little help to us (or didn't know how to help us). We expected more from the consultant than he seemed able to give.

Another teacher who had rated field assistance as "least beneficial" indicated:

> We needed more field assistance--one or two visits isn't adequate--another reason for increased budget.

The ASC as viewed by a reimbursement director:

> The Area Service Center is the greatest organization for change. More teachers have been influenced through Area Service Center activities to improve the learning environment for children than ever before.

> The Area Service Center has provided the best in speakers, consultants, and workshops. The staff has offered their services in every way possible. They have worked in classrooms, met with teachers and been available as consultants.

The benefit for reimbursement directors from relationships to the ASC is illustrated in this comment:

> I personally have gained insight /sic/ as to program development, evaluation, pre-approval and reimbursement because of my newness to the program.

One negative comment from an administrator was not aimed at the ASC but at the constraints of the reimbursement program:

> We are discontinuing our application for gifted reimbursement. We will write no program for 1973-74. For a small school the funding is negligible, the constraints placed upon the proposal are extreme, and the way one has to detail and specify actually limits the way in which a program for gifted children may be conducted.

And finally, an administrator observed:

> Teachers have become more "open" as a result of this contact. They seem more sensitive to the students. The spark of enthusiasm from those teachers involved is seeming to carry over to the other teachers. In this era of accountability, measurements do not seem to evaluate the type of activities listed above and thus many valuable assets from the Service Center are lost at funding time.

An additional analysis of the content of the anecdotal comments indicated that 29% (44) of the responses mentioned individualization, individualized learning, or individualized instruction as a specific example of the type of change taking place. This corresponds favorable with goals in the Action Goals for the Seventies.

These remarks indicate that the respondents generally perceived a positive relationship between the activities of the Area Service Center and change taking place in the Illinois Gifted Program and education in general. Teachers, reimbursement directors and administrators were nearly unanimous in their positive attitudes toward the ASC.

As support of the earlier analysis that the 79 respondents who failed to provide a written example of change were not likely to hold negative opinions, the survey response to the level of service is instructive. When asked if the service of the Area Service Center should be reduced, kept the same, or increased, only four percent did not respond, only three percent indicated reduction, 44% replied the same, and 49% indicated increase. This is a definite positive weight to the replies.

Conclusions

This survey for the Champaign Area Service Center for Gifted and Talented Youth had an approximate return of 79%. The distribution of these replies indicates a wide representation from the center's geographical domain.

The Service Center for Gifted and Talented Youth at Champaign is favorably perceived by the clientele responding to the survey. Both services utilized and perceived benefit of services correspond to a large degree showing a soundly functioning organization. In one area of concern, "Field Assistance in Classrooms," a mixture of written responses indicated that, although there were negative experiences, some ratings of "least beneficial" were simply because more of the service was needed than could be provided.

The impact of the Champaign Area Service Center is perceptable. 111 of the 237 respondents reported specific changes attributed to contact with the center. An additional 47 respondents generally indicated change. This indicates the possibility that at least 67% of the respondents perceived the Area Service Center to be related to changed in their school environment.

Support for this ASC among the respondents was high.

CARTHAGE AREA SERVICE CENTER SURVEY

Survey Population

The survey for the Area Service Center at Carthage elicited 207 responses out of a mailing of approximately 300. The occupations of the respondents is distributed as follows:

Table 3.26 CLASSIFICATION OF RESPONDENTS CARTHAGE AREA SERVICE CENTER

Teachers	135
Reimbursement Directors	40
Administrators	28
Other Specified	4
Total	207

Nearly half (42%) of this population had eight or more contacts with the ASC.

Services Utilized

This population was asked to check the items on a list to indicate the ASC activities they utilized. Based on the responses, a ranking of services utilized is compiled in Table 3.26.

Table 3.27 RANKING OF SERVICE BASED ON UTILIZATION AT CARTHAGE AREA SERVICE CENTER

Rank	Service	% Utilization (n=207)
1*	Area Service Center Newsletter	91
2*	Workshop, Training Sessions	87
3*	Area Service Center Material	78
4	Teaching Methods	67
5	Program Development and Planning	58
6*	Phone Calls, Correspondence	54
7*	Summer Institutes	50
8	Curriculum Development and Revision	41
9	Evaluation Assistance	38
10*	Visitation to other Gifted Programs	33
11	Identification of Gifted & Talented Youth	31
12*	Field Assistance in Classrooms	30
13	Assistance with Pre-Approval & Reimbursement	23

*denotes delivery method, unmarked items represent content

Some determination of the appropriateness of the ranked utilization of these items may be obtained by comparison with the proposal submitted by the ASC to the State Gifted Office.

The second item of the ranking is the major delivery system identified by the ASC proposal. However, the newsletter and materials ranking first and third are not features of the proposal. The newsletter may be an indication of an attempt at continuous communication with clientele. Materials, on the other hand, are often adjuncts to workshops and training sessions. These delivery systems are not serious ommissions from the ASC proposal; however, their use should be carefully considered.

The interspersing of the content areas of "Teaching Methods" and "Program Development and Planning" with delivery methods, especially "Summer Institutes," is entirely appropriate when viewed in the light of the Area Service Center Proposal. Some concern, however, may arise in the ranking of visitation to other gifted programs as tenth, identification of gifted and talented youth as eleventh, and assistance with pre-approval and reimbursement as thirteenth. Although the proposal presented by the Center is not clearly delineated enough to determine the proportion of activities that may have related to these areas, they are implied in some of the general concepts espoused. If this is so, then it might be likely that they would rank ahead of items such as curriculum development and revision, evaluation assistance and field assistance in classrooms. The precise answer to the question of what actually was intended by the proposal concepts and whether or not the items on the survey list correspond to those intents can not be resolved in this report. Yet it is a question to be considered in a manner more precise than a survey.

Rating Benefit of Service

In addition to the indication of utilization, respondents were asked to indicate which items they considered to be most beneficial or least beneficial. The total number of respondents, 207, were not required to rate each item, as they may not have had sufficient familiarity with the activities to do so. The following table compiles the results of these ratings.

Table 3.28 RANKING OF BENEFIT AT CARTHAGE AREA SERVICE CENTER

Rank	Service	% Most Beneficial	% Least Beneficial	N (207 Possible)
1*	Workshops, Training Sessions	100	0	182
2	Teaching Methods	98	2	125
3*	Area Service Center Newsletter	97	3	158
4*	Summer Institutes	96	4	113
5	Program Development and Planning	95	5	101
6*	Area Service Center Material	93	7	148
7*	Phone Calls, Correspondence	89	11	84
8*	Field Assistance in Classrooms	89	11	62
9	Assistant with Pre-Approval and Reimbursement	87	13	52
10	Curriculum Development & Revision	87	13	63
11*	Visitation to Other Gifted Programs	84	16	62
12	Evaluation Assistance	75	25	55
13	Identification of Gifted and Talented Youth	74	26	53

*Denotes delivery method, unmarked items represent content

The first seven items in utilization also appear, though not necessarily in the same order, in the first seven items of benefit.

There are three groupings apparent in the ratings of benefit. Workshops (100% beneficial ratings), teaching methods (98% beneficial ratings), Area Service Center Newsletter (97% beneficial ratings), Summer Institutes (96% beneficial ratings), and Area Service Center Materials (93% beneficial ratings) fall into the highest group. A second group ranging from 89% to 84% beneficial ratings includes phone calls and correspondence, assistance with pre-approval and reimbursement, curriculum development and revision, and visitation to

other Gifted programs. The lowest rankings fell to evaluation assistance (75%) and identification of Gifted and Talented youth (74%). If these were to be concerns of the Area Service Center, and according to the ASC proposal it does appear that at least identification was, then some concern about the quality of the Center's activities may be voiced. However, eleven out of thirteen areas ranking strongly beneficial is respectable.

Attitudes and Change

As a means of gaining information about the impact of the ASC, the survey requested an example of change. The written responses were coded for attitude: was the tone of the reply positive or negative? Out of 154 responses, 153 were positive in tone (99%).

A second coding was given to the items to classify the example as specific or general. Sixty-seven percent (103) of the examples were specific and 33% (51) were general. This is an indication that in actual impact, the Area Service Center has been considered to have a role in a considerable amount of change in their geographic domain. Of the total population only 26% (53 out of 207) did not provide an example for this request.

A third coding of these responses was to determine at least one aspect of the content of the changes taking place. Those replies speaking specifically of individualization, individualized education, or individualized learning were tallied. Thirty-six percent (56) of the examples mentioned individualization. This would indicate a contribution by this ASC to a foundation necessary for accomplishment of the Action Goals for the Seventies.

The specific value of the changes reported by the respondents is beyond the scope of this survey. However, some examples may provide some indication about the nature of the changes taking place that were attributed to a relationship with the ASC.

One teacher indicated that openness to change is not typical in the schools of her area:

> In my opinion the Area Service Centers have only made a beginning in the educational systems. At first the response to their program was slow to catch on, especially with we, who are "traditional, structured" teachers.

A second teacher felt that resistance to change was being effected:

> ...Most significantly, my students have benefited from all of the changes that I have experienced and the entire school district has been forced to examine some alternatives to the traditional methods of teaching as posed by myself in my classroom and several other Area Service Center participants in their respective classrooms . . .
>
> In conclusion, I would like to add a personal observation and opinion. I feel very strongly that the funding of the Illinois Gifted Program and its Area Service Center's is one of the wisest uses of tax monies for educational purposes that I have seen. The philosophy of many missionary groups seems to be appropriately correlated to the function and philosophy of the Region III Area Service Center: "Give a man a fish and he won't be hungry for a day: teach a man to fish and he won't be hungry forever." Likewise, with the application of tax monies in the right area -- namely teacher retraining -- rather than in short-lived, short-effect, attention-getting programs, an important objective of teacher education will be realized: teacher constantly seeking and striving to find new and better teaching methods for the individuals whom they teach.

A teacher-reimbursement director indicated that one constraint on change in their district was changed through contact with the ASC:

> I believe that the Area Service Center was instrumental in changing attitudes of some administrative personnel toward individualization of instruction. One principal attended last summer's institute and was made much more aware of what is really going on in education. He is very supportive of changes now.

An administrator-reimbursement director concluded:

> Many other divisions and areas of the O. S. P. I. services could well take a lesson from the approach that the Gifted department has used. We have obtained more ideas and help from this area than from all other areas combined.

The extent of contact and the extent of change was depicted by an administrator:

> Two summer institutes and two-year long inservice training programs on the subject of individualizing instruction led by staff members from the Carthage Area Service Center had produced many "open classrooms" and other forms of individualizing instruction in our school district. We couldn't have accomplished any of this without Carthage Area Service Center support.

One respondent who checking "Other" as a category and specified "University Staff-Teacher Training" as a descriptor reported the following:

> The changes in teachers and teacher education majors have come about because of the sessions directed by June Maker. These are idea and activity sessions and are valuable because those participating come from all areas of Illinois. When these people begin teaching they will carry some of the philosophy, the ideas and materials to children.

The lone negative comment came from a teacher -- and then it was not totally negative:

> I have used the Area Service Center little compared to what I probably could. I can not get there because their hours are the same as school. The one time I did use materials from the Area Service Center I was greatly impressed.

> However good the Area Service Centers /sic/ are, I don't think the one in this county is being used to a full extent.

The vast majority of the written comments were favorable and indicated a positive relationship between the activities of the Carthage Area Service Center and the changes reported.

In support of the perceived value of the ASC, the final question on the survey is revealing. When asked if the service of the ASC should be reduced, maintained at the current level, or increased, only two respondents (1%) did not make a choice, four (2%) indicated reduction, while 94 (45%) chose the same level, and 107 (52%) marked increase. The weight of the opinions are definitely positive.

Conclusions

The survey for the Carthage Area Service Center brought a rate of approximately 67%. The geographical distribution of the replies showed clusters in large population areas but also included samples from throughout the area of service.

The congruence between the results of the survey and the activities of the ASC proposal is uncertain in some cases. However, the perceived benefit of the activities is generally high. The main item of concern would appear to be "Identification of Gifted and Talented Youth" which both ranked low in utilization and perceived benefit. This area requires closer examination for clarification than is possible through this survey.

The impact of the ASC activities is perceptable. One hundred three of the respondents reported specific change and 51 listed general changes. This indicated that at least three-fourths of the respondents felt the Charthage Area Service Center had an impact on their school environment.

ILLINOIS CENTRAL COLLEGE (PEORIA)
AREA SERVICE CENTER SURVEY

Survey Population

The survey for the ASC located at Illinois Central College in Peoria brought 181 replies out of approximately 300 inquiries. The nature of the population responding is depicted in Table 3.29.

Table 3.29 CLASSIFICATION OF RESPONDENTS
ILLINOIS CENTRAL COLLEGE
AREA SERVICE CENTER

Teachers	115
Reimbursement Directors (total)	39
Administrators	23
Other Specified	4
	181

Contacts reported with the ASC were for the most part less frequent than eight (60%); only 40% of the respondents reported eight or more contacts with the ASC. As this center had recently moved from Eureka College to Illinois Central College, this may account for the balance of contacts. Yet, it may not, as several of the narrative comments provided by respondents referred to activities formerly held at the Eureka location. The exact nature of this issue should be examined in more detail, but unfortunately, this survey provides no other information that might bear on the question. It would remain for an inquiry conducted by an independent evaluator for the ASC.

Services Utilized

The survey called for the respondents to check on a list of services of the ASC they utilized. Based on these responses, a ranking of services utilized is presented in Table 3.30.

Table 3.30 RANKING OF SERVICE BASED ON UTILIZATION AT ILLINOIS CENTRAL COLLEGE AREA SERVICE CENTER

Rank	Service	% Utilization (N=181)
1*	Workshops, Training Sessions	87
2*	Area Service Center Material	66
3	Program Development & Planning	60
4*	Phone Calls, Correspondence	58
5	Teaching Methods	56
6*	Area Service Center Newsletter	50
7	Assistance with Pre-Approval & Reimbursement	49
8	Evaluation Assistance	41
9	Identification of Gifted and Talented Youth	38
10.5*	Visitation to Other Gifted Programs	33
10.5*	Summer Institutes	33
12.5	Curriculum Development & Revision	32
12.5*	Field Assistance in Classrooms	32

*denotes delivery method, unmarked items represent content.

Some determination of the appropriateness of this ranking can be obtained through comparison with the proposal submitted by the ASC to the State Gifted Office.

As it is presented, the items ranked through ninth place are matched in the ASC proposal with the exception of phone calls and correspondence. As this is a method of delivery, and only finds mention in the budget line items,

it is not an actual discrepancy. However, it is worthy of consideration in future proposals as a means of service.

Tied in rank at 10.5 with another delivery method is summer institutes, with 33% of the sample reporting utilization. This may seem to be a low ranking for an item discussed in the center's proposal. However, it should be noted that it is probable that attendance by a limited number of participants is a likely explanation. Great concern is also not warranted when viewed with the information presented below on benefit where summer institutes ranks in second place.

There is one item, however, that tied in rank for last place in utilization that may be of concern. Field assistance in classrooms is depicted in the ASC proposal for the purpose of aiding school assessment, consultation of techniques or approaches, and as a means of making available special resource persons when they were needed. "Field Assistance in Classrooms" was ranked as utilized by only 32% of the respondents. Coupled with a low ranking in benefit, (see Table3.31) this is an area of ASC activity that needs further examination.

Rating Benefit of Service

Respondents were allowed to choose to rate each of the services listed as being most beneficial or least beneficial. Different persons responded to different items resulting in a different number rating for each of the items in Table 3.31.

The Table 3.31rankings from one through eight find correspondence in the ASC proposal. These items, with the addition of item nine, "Curriculum Development and Revision," were rated above 80% beneficial, and seem to indicate the strengths of ASC activities. Some concern about the quality

of visitation and identification activities may be voiced at this point. It would be desirable for all activities engaged in by the ASC, regardless of the quantities involved, to be of high quality. The lowest rankings, field assistance and newsletter, most certainly should be examined in greater depth than provided by this survey.

Table 3.31

RANKING OF BENEFIT
AT ILLINOIS CENTRAL COLLEGE
AREA SERVICE CENTER

Rank	Service	% Most Beneficial	% Least Beneficial	N (181 Possible)
1*	Workshops, Training Sessions	96	4	149
2*	Summer Institutes	90	10	58
3	Program Development & Planning	89	11	95
4	Teaching Methods	89	11	92
5*	Area Service Center Material	88	12	98
6*	Phone Calls, Correspondence	87	13	76
7	Assistance with Pre-Approval and Reimbursement	85	15	81
8	Evaluation Assistance	85	15	66
9	Curriculum Development & Revision	81	19	59
10*	Visitation to other Gifted Programs	79	21	58
11	Identification of Gifted and Talented Youth	77	23	66
12*	Field Assistance in Classrooms	70	30	61
13*	Area Service Center Newsletter	66	34	68

*denotes delivery method, unmarked items represent content.

Attitudes and Change

As a means of obtaining some indications about the impact of the ASC upon their clientele, the survey requested an example of change from the respondents. These examples were coded for attitude: Was the tone of the reply generally positive or negative? Out of 116 replies, only seven (six percent) were negative while 109 (94%) were positive. However, considering the large number (65) of returned forms not responding to this item, a considerably different proportion could be obtained if all were negative. Further evidence on maintenance of service, presented below, would seem to indicate, however, that a positive balance would be maintained.

A second coding of the items determined if the replies were specific or general in nature. Sixty nine (59%) were specific and forty six (31%) were general. This presents an indication of the extent to which the ASC is considered to be a factor in bringing about change.

A third coding sought some specific information about change. One of the ASC's objectives included assisting teachers in "...individualizing their instruction." The coding indicated that 23% (27) of the anecdotal reports specifically referred to individualization, or individualized instruction as a specific type of change taking place. This supports the goals of the Superintendent of Public Instruction as stated in the Action Goals for the Seventies.

It is beyond the scope of this survey to assess the specific value of the reported changes. However, some examples may give an indication about the nature of the changes taking place that were attributed to a relationship with the ASC.

A teacher gave a testimony for the ASC after providing a type written page full of specific examples:

> The gifted service has been the greatest thing to inspire and generate new activities of anything I have come in contact with for the past several years. I love it. Stop that service and I feel part of me will die.

This is seconded by another teacher in this way:

> I suggest we extend this program to schools /onsite/, and encourage inservice workshops -- or make them mandatory.

A response from a teacher indicated the type of program developing without contact with the ASC.

> We will be making a small curricular change next year because of the interest of our district in providing something challenging for our brighter students. The Area Service Center has had little to do with our part of this plan.

In contrast, a teacher-reimbursement director reported the following:

> In order to expand our program to be system-wide we were presented different methods of identification by Charles Alkire, Carol Scherer, and Beth Hayward, Area Service Center consultants. As a result, we chose to study the multi-talent program.

Multi-talent definitions of giftedness are propounded by such experts as Calvin Taylor and are accepted by the federal definition of giftedness. Such an approach is broader than I.Q. or achievement based concepts.

A reimbursement director-administrator outlined change and provided a suggestion:

> Have incorporated individualized instruction and independent study programs into our curriculum as a result of affiliation with Area Service Center. Mini course program was an indirect result of such contact. We feel that all these additions have had a positive effect on our program. Most districts

> can use as much practical help as they can get in the form of improved teaching techniques and materials. For this reason, the Service Centers should be maintained and encouraged to concentrate on practical assistance to districts.

An administrator spoke of his personal experience:

> I, as an administrator, attended last summer's institute at Eureka. I can only describe it as excellent and very beneficial to me.

Another administrator provided a more precise example of change:

> Workshops with teachers who are to be involved in a gifted program for the upcoming year have best enabled us to orient our language arts instruction around the students rather than the subject matter. It is hoped that we can develop a successful, individualized talent development program in the junior high.

A superintendent of an Educational Service Region commented:

> We have had very little contact with the Area Service Center, even less than when they were in the Eureka College campus. The workshops which we attended were good. The Service Center has not contacted us and we have not contacted them so we do not know what service we would have gotten if we requested it.

A negative comment from a teacher, rather general in nature, may refer to the old demonstration center concept:

> I feel that the programs were of greater value when the schools received the aid directly instead of through a center. It seems the money that goes to pay salaries of the people running the program could be better used in the school districts.

These remarks indicate that the respondents generally perceived the relationship with the ASC to be positively related to changes taking place in the educational environment. As a note, however, superintendents of Educational Service Regions might be kept better informed of ASC activities. Teachers and reimbursement directors were highly favorable in their written comments.

When asked to indicate if ASC services should be reduced, maintained, or increased, only four respondents chose not to reply, six (3%) indicated reduction of services, 97 (54%) checked services maintained at the same level, and 74 (41%) indicated increase. It is apparent that the weight of opinions about the ASC is probably satisfied with the program at present.

Conclusions

The survey for the ASC located at Illinois Central College at Peoria brought a return of approximately 61%. The distribution of these replies geographically indicates a satisfactory coverage of the center's geographical domain.

The center is generally perceived in a favorable way by those responding to the survey. A large degree of agreement exists between the survey returns in utilization and benefit with the ASC proposal. Several soft spots in ASC activities may exist, with "Field Assistance in the Classrooms" and "Area Service Center Newsletter" being areas of greatest concern. These items should be examined carefully by the ASC staff and evaluator.

A majority of written responses indicate that the ASC is perceived to have a positive relationship to change taking place in the gifted programs. The impact of the ASC, when combining specific and general changes, touches 63% (115) of the total returns.

Support for this ASC was strong.

SOUTH SUBURBAN AREA SERVICE CENTER SURVEY

Survey Population

The survey for the South Suburban Area Service Center at Flossmoor brought 211 responses out of approximately 300 inquires. The respondents were asked to report their occupations and the following table depicts this classification.

Table 3.32 CLASSIFICATION OF RESPONDENTS
SOUTH SUBURBAN AREA SERVICE CENTER

Teachers	142
Reimbursement Directors	39
Administrators	20
Others Specified	10
Total	211

Fifty-five percent of this population reported less than eight contacts with the ASC while 45% reported eight or more contacts with the Center. This population represents 41 districts in four counties with twelve districts returning four or more questionnaires each. Further analysis of this population compared with ASC records could reveal the proportion of effort invested in those twelve districts by the ASC.

Services Utilized

This population was asked to check the items on a list to indicate the ASC activities they utilize. Based on the responses, a ranking of services utilized is depicted in Table 3.33.

Table 3.33 RANKING OF SERVICE BASED ON UTILIZATION AT SOUTH SUBURBAN AREA SERVICE CENTER

Rank	Service	% Utilization (N=211)
1*	Workshops, Training Sessions	90
2	Program Development & Planning	60
3	Curriculum Development & Revision	56
4*	Area Service Center Material	53
5	Teaching Methods	52
6*	Phone Calls, Correspondence	47
7	Evaluation Assistance	44
8	Identification of Gifted & Talented Youth	39
9*	Field Assistance in Classrooms	32
10	Assistance with Pre-Approval & Reinbursement	28
11*	Summer Institutes	24
12*	Visitation to Other Gifted Programs	19
13*	Area Service Center Newsletter	12

*denotes delivery method, unmarked items represent content

Comparing this ranking of utilization to ASC objectives and activities submitted to the State Gifted Office in the ASC proposal it seems that emphasis on workshops, program development, and curriculum development, and teaching methods are entirely appropriate. Although not depicted in the proposal the ranking of materials in fourth place is not unusual in that materials are often the basis of workshop activity. Content and delivery methods are scattered in the ranking. Summer institutes mentioned in the proposal but ranking low, may be because of the limited attendance possible. Visitation to other Gifted Programs ranking low needs to be examined to determine whether it is an actual need of the population being served. Some written comments indicate that it might be utilized to a greater extent if awareness was established.

The ranking seems to indicate two groups of activities, those receiving better than 80% benefit rating, and those receiving 70% or less. Those items ranking ninth and below in benefit were also those items least frequently utilized. However, as the Center's proposal either states or infers some of these items, closer examination of these undertakings is appropriate. It would seem that even though an activity did not engage a large number of people, quality, nonetheless, be high. Field assistance in the classroom and evaluation asssistance were mentioned in one respondent's example as being tied together for that individual. The comment gave the impression that the process was not brought to closure. Further determination of these ratings would be beneficial to ASC operations.

Attitudes and Change

In an attempt to gather some indications about the impact of the Area Service Center upon its client population, the survey requested an example of change from the respondents. The examples submitted were coded for attitude: was the tone of the reply positive or negative? Out of 133 examples, 117 (88%) were positive and 16 (12%) were negative. The tone seemed to indicate very little middle ground. Opinions were either definitely positive or definitely negative. A large number of questionnaires 78 or 37% of the 211 were returned without comments. When reviewed with the information presented below dealing with continuation of service, it does not seem to be likely that this unknown quantity would be negative.

Coding was also given to these responses to indicate if the change was reported in a specific or general way. Out of the 133 responses, 48 (36%) were general examples and 85 (64%) were specific. This is a good

indication that the ASC contributes heavily to change in the South Suburban area of Chicago. In actual impact the role of the ASC should be considered important.

The specific value of the changes taking place is beyond the scope of this survey. However, some examples taken from the responses to the survey may provide some indication about the nature of the changes and the attitudes toward the ASC.

A set of examples, taken from a single responding district indicates that within that district a dichotomy of negative and positive exists. First, an administrator commented:

> From one school 79 teaching days were given to workshops. The change I have observed has been negative because of so many substitutes so often. The product does not justify the means....

Next, another administrator saw the situation from a different perspective:

> The workshops conducted by the center have been effective in changing behavior. However, the administration support in the overall, meaning State of Illinois, program needs greater direction. After ten years association with the area of Gifted I'm not confident the decade has shown much progress....

A teacher's view:

> I used to try for an authority role in the classroom but since my contact with the Area Service Center, I've change /sic/ to a more democratic classroom atmosphere. We are more relaxed and the students seem to enjoy being there much better than before.

Another teacher simply said: "I believe that I have become a much more effective teacher."

The perceptions in these quotations indicate a divergence between administration and faculty. It is possible that such a divergence is a symptom of conflict related to this Gifted reimbursement program. Of course, this speculation could only be examined further in an on-site case study.

An enthusiastic former teacher concluded that the effect of Area Service Center training was that: "I learned to love teaching!"

Another favorable comment from a teacher:

> Several teachers received creativity and advanced creativity trainging. The spark kindled by this activity has benefited both teachers and students. Field assistance has guided us and given us much encouragement. The prison has slowly begun to crumble. Thanks.

A negative opinion from a teacher:

> The workshops and training sessions I have attended were disorganized. No questions were really answered. I was enthused about this program and still would have been if those in charge were more professional.

A reimbursement-teacher:

> One person (without a secretary) can do the job!!!

Another negative opinion from an administrator:

> It seems that someone from our service center is always attempting to get us to do something which will implement methods they feel will work with any program. We continually seem to be explaining why these procedures would not meet our goals or needs.....

And finally a favorable comment from an administrator:

> Through the workshops we have learned what Gifted means, how to identify children's talents, and how to write curriculum materials. Hopefully, next year the people who attended the workshops will be able to begin writing a curriculum for our district.

Comments were assertively positive or negative. However, the majority of the respondents were favorable toward the ASC.

Rating Benefit of Service

What may raise some issues however, are the perceived benefit of the services provided. In addition to utilization, the respondents were also requested to indicate those activities most beneficial and least beneficial. Table 3.34 is a compilation of these results.

Table 3.34 RANKING OF BENEFIT AT SOUTH SUBURBAN AREA SERVICE CENTER

Rank	Service	% Most Beneficial	% Least Beneficial	N (211 Possible)
1*	Workshops, Training Sessions	94	6	161
2*	Summer Institutes	91	9	45
3	Curriculum Development & Revision	88	12	103
4	Teaching Methods	87	13	91
5	Program Development & Planning	86	14	94
6*	Area Service Center Material	84	16	91
7*	Phone Calls, Correspondence	82	18	65
8	Identification of Gifted and Talented Youth	81	19	78
9.5	Visitation to Other Gifted Programs	70	30	53
9.5	Assistance with Pre-Approval and Reimbursement	70	30	46
11	Evaluation Assistance	69	31	67
12*	Field Assistance in Classrooms	64	36	59
13*	Area Service Center Newsletter	44	56	27

*denotes delivery method, unmarked items represent content

As an additional means of determining how favorable the ASC is perceived, an examination of responses to the questionnaire item asking if Center services should be reduced, maintained, or increased is instructive. Only 11 (5%) did not select a response, 16 (8%) indicated reduction of service, while 103 (49%) marked that services should be maintained at the current level, and 81 (38%) marked increase. This balance reflects a general satisfaction with the ASC.

Conclusions

The survey for the South Suburban Area Service Center brought a response of approximately 60% of the inquiries. The distribution of the replies over 41 districts is generally satisfactory.

There is a general matching between the replies on the survey and the ASC proposal. In addition, the activities heavily utilized also were perceived as being beneficial. However, the quality of visitation to other gifted classrooms, assistance with pre-approval and reimbursement, evaluation assistance, and field assistance in classrooms are areas where careful examination should take place.

The impact of the ASC activities on the south surubran area of Chicago is considered by the respondents to be significant. With 63% of the total (211) respondents reporting change, it should be clear that the ASC had an impact on gifted education.

NORTH SUBURBAN AREA SERVICE CENTER SURVEY

Survey Population

The return for the survey of the clientele of the North Suburban Area Service Center was 192 out of approximately 300. The occupational representation of these replies is compiled below in Table 3.35.

Table 3.35 CLASSIFICATION OF RESPONDENTS
NORTH SUBURBAN AREA SERVICE CENTER

Teachers	99
Reimbursment Directors	40
Administrator	47
Others Specified	6
Total	192

A large proportion of this population (72%) indicated fewer than eight contacts with the ASC. This may be accounted for in part by a number of schools reporting to be new to the Illinois Gifted Program. However, the proportion of respondents reporting less than eight contacts is large by comparison to other ASC's and might be examined in greater depth as an issue with which the Center has to deal.

Services Utilized

This population was asked to check the items on a list to indicate the ASC activities they utilized. Based on the responses, a ranking of services utilized was compiled. This ranking is displayed in Table 3.36. Two categories of items were included in the list -- methods of delivering service and content of the service delivered.

Table 3.36 RANKING OF SERVICE BASED ON UTILIZATION AT NORTH SUBURBAN AREA SERVICE CENTER

Rank	Service	% Utilization (n=192)
1*	Workshops, Training Sessions	79
2*	Phone Calls, Correspondence	56
3*	Visitation to Other Gifted Programs	47
4	Program Development & Planning	46
5*	Area Service Center Material	44
6	Evaluation Assistance	41
7	Assistance with Pre-Approval & Reimbursement	39
8*	Summer Institutes	38
9.5	Curriculum Development & Revision	32
9.5	Teaching Methods	32
11*	Area Service Center Newsletter	31
12	Identification of Gifted & Talented Youth	27
13*	Field Assistance in classrooms	12

*denotes delivery method, unmarked items represent content

Some determination of the appropriateness of the ranked utilization of these services may be obtained by a comparison of these items with the proposal submitted by the ASC to the State Gifted Office. Workshops and training sessions are the ASCs' stock in trade. It is not surprising to find it ranked first. Two other delivery mechanisms follow in second and third place. Visitation to other gifted programs is often utilized as as awareness tool. With the possible indication of a relatively new population in contact with the ASC it may be appropriate to find visitation ranked high. The utilization of visitation, however, should entail careful follow-up in order to insure maximum impact of the impressions

obtained. It is possible that these visits are related to a phase of program development and planning that is ranked next in the table. These speculations require further information from both the ASC personnel and the clientele.

With a stated target population emphasis of administrators, it is also not surprising to find teaching methods to be low in emphasis. Teaching methods are not stressed in the ASC's proposal.

The twelfth place ranking of identification is a concern -- especially since awareness and program development seem to logically lead the identification procedures mentioned in the proposal. This low utilization is compounded by a low ranking as to the benefit of the ASC's activities in this area. (The issue of benefit will be examined below.)

The distribution of items as to utilization generally matches the depiction of ASC activities in their proposal. A more precise characterization is not possible as, for the most part, the proposal was stated in rather general terms.

Rating Benefit of Service

In addition to the indication of utilization, respondents were asked to indicate items they considered to be most beneficial or least beneficial. The total number of respondents did not rate each of the items, therefore the ranking is in terms of percentage but based on an unequal number of raters. The following table compiles the results of these ratings.

Table 3.37 RANKING OF BENEFIT AT NORTH SUBURBAN AREA SERVICE CENTER

Rank	Service	% Most Benefit	% Least Benefit	N (192 Possible)
1*	Phone Calls, Correspondence	95	5	74
2	Program Development & Planning	94	6	68
3*	Workshop, Training Sessions	93	7	139
4*	Summer Institutes	92	8	73
5	Assistance with Pre-Approval and Reimbursement	91	9	67
6*	Area Service Center Materials	89	11	62
7*	Visitation to Other Gifted Programs	88	12	67
8	Curriculum Development & Revision	82	18	50
9	Teaching Methods	80	20	49
10	Evaluation Assistance	77	23	65
11	Identification of Gifted and Talented Youth	76	24	41
12*	Area Service Center Newsletter	64	36	44
13*	Field Assistance in Classrooms	53	47	30

*denotes delivery method, unmarked items represent content.

These rankings of benefit generally support those items most utilized by the clientele. Nine items ranking 80% and above were also generally those ranked by the largest number of respondents. The exception is that "Teaching Methods" which were rated by 49 and apparently not of great emphasis, ranked above "Evaluation Assistance" rated by 65. An evaluation workshop utilizing outside consultants is almost the only detail in the proposal. The low rating of benefit (77%) for this area should be a focus for further investigation, either by the ASC staff or its evaluator.

In addition, "Identification of Gifted and Talented Youth" rated by 76% as beneficial, "Area Service Center Newsletter" rated by 64% as beneficial and "Field Assistance in Classrooms" rated by 53% as beneficial all need further examination as to the precise nature of intentions of the raters.

With the exception of four items above the rating of benefit for the activities of the Area Service Center indicate a strongly beneficial cast.

Attitude and Change

As a means of gaining information about the impact of the ASC, the survey requested an example of change. The responses to this item were coded for attitude: was the tone of the reply positive or negative? Out of 96 responses, 86 were positive and 10 were negative. This proportion, however, should be interpreted with some caution since there were also 96 questionnaires without a response to this item. The indication from the item on service discussed below is that it is not likely that the negative proportion would increase significantly.

A second coding was given to these same responses to classify them as providing a specific or a general example of change. Fifty-eight percent (56 out of 96) of the examples were classified as general and fourty-two percent (40 out of 96) were specific. This indicates some contribution by the ASC to the changes taking place in the Gifted Reimbursement programs.

The specific value of these changes is beyond the scope of this survey. However, some indication about the nature of the changes taking place may be obtained from the following selections.

As several school districts in the sample provided multiple responses to the survey, it may be of interest to begin with the perceptions of a single district. Beginning with a teacher:

> The program is a terrific way of gaining new materials and classroom management ideas. With individualization making its impression in education, new methods are shared and the physical environment explored.
>
> I'm now using various approaches to individualization in my classroom. I feel the gifted program has alerted me to available procedures.

A second teacher:

> Having attended one service (workshop), and been very disappointed in it, I don't feel qualified to evaluate the entire program.

The elementary coordinator of Gifted speaking comparatively of ASCs.

> The productivity of some Area Service Centers in areas of creativity as hand-books, the Bubble, etc. has stimulated more activities to develop potential more fully. Our Service Center is not elementary oriented and thus not as helpful in this area.

An administrator from the district:

> ...From dormant thinking to active program development throughout the entire school.
>
> ...From lack of appreciation for some Titled programs to one of high respect and graditude /sic/ for the Gifted program....

Such a variety of perceptions could be expanded further in a case history if the information were available.

From other programs. A teacher:

> The people in charge of this one are vague, general and disorganized. What are they really supposed to to....

Contrasted to another teacher:

> The institutes are fantastic. The resource people have always been excellent. I've attended four two-week institutes from which I've gained innumerable teaching ideas and methods.

Contrasted to yet another teacher:

> I felt more time could have been devoted to teaching methods, program development and planning. Especially applicable would be materials and methods for junior high (grades 7-8) science. This field and grade level was very deficient in materials and suggestions.

A reimbursement director who rated "Evaluation Assistance" positively:

> I attended an excellent workshop on evaluation and received an overview of the many possible ways of setting up a better research design with more controls and improved evaluation techniques.

Another reimbursement director's comments:

> The North Suburban Area Service Center has been extremely helpful in providing suggestions as to how in a rapidly expanding district such as ours we can meet the needs of all the gifted children in the district. In our pre-approval proposal we out-lined our new approach.
>
> It is also important to add that no matter how busy they might be the people at the Area Service Center always make time to give you all the assistance you desire. They are invaluable.

A new administrator reported:

> I began in this position in September & really needed help. They have been most influential in helping our district to focus upon teacher behavior & its effect on children -- especially the talented & gifted. Our staff has already shown a measurable difference in their interactions with students!

Another administrator pointed out drawbacks of inservice training:

> ...it is difficult to have staff plan for participation in workshops and release them during the week while school is in session.

And finally a comment from a chairman of a PTA Council for Exceptional Children:

> Mrs. Meissner spoke to a group of Exceptional Children Chairmen on the subject of the gifted child, and she gave us helpful mimeographed materials. Through these chairmen she could reach every PTA in our area.

The majority of the written comments were favorable and indicate a positive relationship between the activities of the North Suburban Area Service Center and the changes reported.

In support of the perceived value of the ASC, a final question on the survey is instructive. When asked if the service of the ASC should be reduced, maintained at the present level, or increased, eleven (6%) of the respondents declined to answer, seventeen (9%) responded reduction, and 94 or 49% indicated the same, and 70 or 36% checked increase. The weight of these replies seems to confirm general satisfaction with the ASC. The response therefore, was generally positive.

Conclusions

The survey of the North Suburban Area Service Center brought a response rate of approximately 64%. The geographical distribution of the replies tends to indicate some concentration of contacts. It is possible that there are areas where contacts are not being made.

The congruence between the results of the survey and the activities of the ASC proposal is generally agreeable. However, areas where the benefit percentages are not as strong as may be desirable are important to examine. These areas deserve a closer analysis than is possible through this survey.

The impact of the ASC does bear on the nature of gifted programs in the north suburban area of Chicago. Ninety-six respondents reported some change. This means that at least half of the respondents in the north suburban area felt that the ASC has a relationship to some change taking place.

NORTHWEST AREA SERVICE CENTER SURVEY

Survey Population

The survey for the Northwest Area Service Center at Rockford elicited a return of 150 out of an inquire of approximately 300. The occupations of the respondents is displayed in Table 3.38.

Table 3.38 CLASSIFICATION OF RESPONDENTS NORTHWEST AREA SERVICE CENTER

Teachers	76
Reimbursement Directors	27
Administrators	43
Others Specified	4
Total	150

The population had relatively few contacts with the Area Service Center. Eighty-four percent of the respondents had less than eight contacts with the ASC, while sixteen percent had eight or more contacts. It is beyond the scope of this survey to determine the probably cause of this distribution, however, some speculation may be possible. It may be that the ASC, in making contact at the request of the clientele is not a frequently utilized as it might seem to be typical compared to other Centers. Or, since the ASC personnel are relatively new to their position, it may represent an initial contact with the client population. Or, it may be that a large proportion of contacts are with beginning teachers. Whatever is the case, a more precise determination remains for other means to accomplish.

Services Utilized

This population was asked to indicate the ASC services they utilized. Based on their responses a ranking of services was compiled. This ranking is depicted in Table 3.39.

Table 3.39 RANKING OF SERVICE BASED ON UTILIZATION AT NORTHWEST AREA SERVICE CENTER

Rank	Service	% Utilization (N=150)
1*	Workshops, Training Sessions	88
2*	Area Service Center Newsletter	65
3*	Phone Calls, Correspondence	45
4	Teaching Methods	43
5	Program Development & Planning	40
6*	Visitation to Other Programs	37
7*	Area Service Center Materials	34
8	Curriculum Development & Revision	23
9	Assistance with Pre-Approval and Reimbursement	21
10	Evaluation Assistance	19
11	Identification of Gifted & Talented Youth	13
12*	Summer Institutes	10
13*	Field Assistance in Classrooms	9

*denotes delivery method, unmarked items represent content.

Some determination of the appropriateness of the ranked utilization may be obtained through a comparison with the proposal submitted by the ASC to the State Gifted Office.

As items 1, 3, and 3 are methods of delivering service, it is not unusual to find them ranking high in utilization. Workshops are the main element of the ASCs' operations. The newsletter can be used to keep the

clientele informed about the activities made available by the center to its clientele. Teaching methods, program development activities, materials, assistance with pre-approval and reimbursement, evaluation assistance, and summer institutes are indicated in the Area Service Center's proposal. This leaves the visitation concept without stated emphasis, ranking high in utilization. Curriculum development and revision is often an ASC activity, but the Northwest Area Service Center proposal does not delineate such activities. Although identification of gifted and talented youth is specifically identified as an element of content to be provided for first and second year teachers, it ranks far down the list with only 13% of the population indicating utilization. The low ranking of summer institutes with only 10% indicating utilization may be accounted for by the limited possibility of attendance.

Rating Benefit of Service

In addition to the indication of utilization, respondents were asked to indicate which items they considered to be most beneficial or least beneficial. The total number of respondents, 150, were not expected to rate each item, as they may not have had sufficient familiarity with the activities to do so. The following table complies these ratings.

Table 3.40 RANKING OF BENEFIT
NORTHWEST AREA SERVICE CENTER

Rank	Service	% Most Beneficial	% Least Beneficial	N (150 Possible)
1*	Workshops, Training Sessions	98	2	124
2	Teaching Methods	94	6	65
3*	Area Service Center Newsletter	87	13	77
4*	Visitation to Other Gifted Programs	84	16	61
5	Program Development & Planning	82	18	50
6*	Phone Calls, Correspondence	81	19	59
7.5	Assistance with Pre-Approval and Reimbursement	79	21	29
7.5	Curriculum Development & Revision	79	21	28
9*	Area Service Center Material	76	24	37
10*	Summer Institutes	72	28	25
11*	Field Assistance in Classrooms	61	39	23
12	Evaluation Assistance	60	40	30
13	Identification of Gifted and Talented Youth	50	50	24

*denotes delivery method, unmarked items represent content

Several aspects of the table are worth consideration. The high utilization of visitation and the high benefit ranking of this delivery method is encouraging. However, as the proposal does not delineate this strategy it is appropriate to wonder about the propriety of this apparent emphasis. In addition, the limitations of visitation as a major factor in change are carefully delineated by House, Kerins, and Steele in The Demonstration Center: An Appraisal of the Illinois Experience. Careful consideration of how visitation is used is important. Usually as an awareness activity for schools exploring the concept of Gifted education, visitation requires immediate follow-up by personnel of the site and additional follow-up when the observer has returned to their own environment. Visitation to other programs used as a follow-up to a methods or curriculum workshop, also requires follow-up. In both cases observers, with a wide range of reference points and external judgemental criteria, often do not completely understand what they have seen. Follow-up is important for this reason too.

Within the rating for benefit there seems to be two groupings based on number of raters. Those items ranked 1 through 6 fall into one category and the items ranked 7 through 13 fall into another. It may be that the quality of assistance with pre-approval and reimbursement; curriculum development and revision; materials; and summer institutes are doubtful. These areas will require further clarification and should be investigated by the independent evaluator of the ASC. Even more imperative is further examination of assistance in classrooms, evaluation assistance, and identification of gifted and talented youth. It may be that field assistance in the classrooms may not have been considered a legitimate type of activity since it is not mentioned in the ASC proposal.

Evaluation on the other hand was mentioned. This area is of concern and some additional determination of the situation should be pursued. The lowest ranking area in benefit is identification of gifted and talented youth. Although the vagueness of the proposal does not delineate specific processes, this area should be of high quality. In fact, any area, whether it is a major emphasis or not should appear as having a substantial benefit to its users. Quality services should be a goal for each ASC.

Attitudes and Change

As a means of gathering some indications about the impact of the ASC upon its clientele, the survey requested an example of change from the respondents. The examples were coded for attitude: was the tone of the reply positive or negative? Out of 82 responses 74 (90%) were positive, and eight (10%) were negative. A large number (68) did not respond to this item. If all these sixty-eight were negative the balance would nearly be 50-50, positive negative. However, such an opinion shift is not likely when viewed in conjunction with the discussion of the level of support for the Area Service Centers presented below.

In a second coding of these responses it was determined if the item was a specific example or a general example. Out of these 82 responses, 42 or 51% were specific and 40 or 49% were general. This provides some indication that the Area Service Center, in actual impact, has some effect on its client population.

The scope of this survey does not include an assessment of the specific value of the reported changes. However, some examples may provide some indication about the nature of the changes taking place that were attributed to a relationship with the ASC.

A teacher who was only recently associated with the Gifted program reported something of an awareness process aided by contact with the ASC:

> This is only the second copy of the Area Service Center Newsletter that I have received, and I have only been actively involved in studying a gifted program to be implemented in Dixon since March. I, therefore hope that you understand that with more time and opportunity the other services of our area service center will be utilized to a greater degree next year. The real catalyst for my particular interest in the gifted was the Gifted Conference that was held in Chicago in March. The ASC newsletter has continued my interest and acquainted me with programs in operation in our area. Visits to gifted programs in other schools will be the next step I will probably take. The speakers that came to our school system for an inservice workshop were excellent and left a very favorable impression.

One teacher listed specific activities that had been tried out in class, and then concluded:

> As a final but rather vague statement, the programs I have participated in have been far more valuable than the majority of my college and graduate courses. More teachers should have the opportunity for participation. The program should be eliminated as a specific program for "gifted." The same service and structure should be devoted to something perhaps called teacher effectiveness improvement (?). Though I feel I have learned a great deal to help gifted students, the importance of my participation has related to <u>all</u> my instructional activities and behavior.

Another teacher listed changes that had been implemented and ended with a comment on the service of the ASC.

> Individualization, learning centers, group work, and play -- Visitations and workshops are most helpful. A visit in my classroom from field assistant probably would be helpful. I have only requested once or twice. They are very busy. So haven't seen them.

The following teacher indicated that contact with the ASC served as a catalyst for change and then described further development:

I was given an opportunity to attend a workshop on implementing an "Individualized Math Program" which was developed at the "Teacher Development Center" in Rockford, Ill. From this beginning, I then visited a classroom where the Math program was being implemented and used. As a result I initiated this type of "Individualized Math Program" in my classroom. The program has been somewhat successful, but problems have been encountered in the area of the child's ability to motivate himself and accomplish and successfully learn those skills he needs to know before he leaves 5th grade. I have come to the conclusion that "Individualized Math" is not for every child because some cannot handle the "freedom" that goes along with this type of program. Some need to have their activities directed on a continuing basis, each day. I think there is a definite need to have both types of learning situations in the classroom. Working at their own level and speed for some children is not enough of a motivating factor. Therefore some students need to have immediate goals set up for them on a day-to-day basis. Not only the below average student, but those with above-average ability need this.

As a result of trying this type of "Individualized" program, I feel there now needs to be a focus and emphasis placed upon learning those values and skills which each child needs to have to make the most of the time which he spends learning in an "Individualized" atmosphere. Without possessing these "values" and "responsibilities" of conduct, behavior, and sensitivity towards others, this time can be a complete waste.

We are now beginning a "Self-Help" curriculum next year, to focus in on these values and responsibilities. I think using this in conjunction with the "Individualized Program" will make the "Individualized Program" much more effective.

A reimbursement director wrote of programatic change:

We have moved from a short-term project type of activity that is developed independently by teachers to a long term coordinated program where appropriate interest is shown.

An administrator also indicated programatic change:

> We have been engaged in a gradual program of curriculum change and improvement. The Gifted Area Service Center has helped with this program. The service center has been especially helpful with the esatblishment of learning centers in the elementary schools.

Another administrator:

> Many of the teachers have started using individualized programs as a result of visits to other schools and workshops in our district. The course that was set up was also helpful in building units for next year.

Some administrators were not so genenous. One administrator observed:

> Not much change.
>
> We have noticed that our teachers are out of classroom more since the workshops are scheduled on school time.

And one administrator pointed out a major constraint for smaller districts:

> We have few students which makes it economically unfeasible for us to maintain a program. Therefore, we are no longer participating in the program.

A Superintendent of an Educational Service Region contributed this response:

> I feel that the program could be strengthened and be more effective if a follow-up of the workshops by field assistance in the districts and to some extent in the classrooms, was initiated.
>
> I also feel that the Special Education districts should help with the Gifted Program rather than devoting their time and effort with the handicapped.

These remarks indicate that the respondents generally perceived a positive relationship between the activities of the ASC and the changes they were implementing in their Gifted reimbursement programs.

When asked if the service of the ASC should be reduced, kept the same, or increased, only three percent of the total respondents failed to reply, four percent or 6 indicated reduction, fifty-nine percent or 89 respondents replies the same level of service, and thirty-four percent or 51 respondents marked increase. This proportion indicates a supportive clientele.

Conclusions

The survey for the Northwest Area Service Center at Rockford had an approximate return of fifty percent. The distribution of these replies came from ten counties and fifty-three school districts with a frequency of over ten from Rockford itself. This distribution, however, indicates a wide representation from the center's geographic sphere of interest.

The ASC at Rockford is in some respects favorably perceived by the clientele responding to the survey. In six out of thirteen items in the survey over eighty percent of those rating the items responded most beneficial. These items were also items most often utilized by the ASC clientele. Some areas of activity will require additional investigation to determine the causes of low ratings and rankings. These include assistance in the classroom, evaluation assistance, and identification of gifted and talented youth.

The impact of the Northwest Area Service Center is determinable. Forty respondents indicated specific changes that they attribute to a relationship with the ASC, an additional forty-two respondents generally indicated change. This means that out of the one hundred and fifty survey respondents fifty-five percent related some change with the Center's services.

Perceptions of this area service center were generally positive.

SKOKIE FINE ARTS SERVICE CENTER SURVEY

Survey Population

There were 92 questionnaires returned for the Skokie Fine Arts Center survey. Since the Skokie Fine Arts Center depended on contacts through other ASCs, they did not maintain a large mailing list of their own. This limited the sample. Breaking this number down into occupational categories depicts a heavily teacher-oriented clientele (see table 3.41).

Table 3.41 CLASSIFICATION OF RESPONDENTS
SKOKIE AREA SERVICE CENTER

Teachers	86
Reimbursement Directors	0
Administrators	1
Others Specified	5
Total	92

These 92 respondents represent 13 counties and 40 different school districts. More than half of the responses (54) came from Cook County with 11 from Skokie itself. To interpret what this may mean, a comparison could be made with the locations where workshops were held during the past year. A representative sample ideally should reflect that activity. Such a determination is beyond the limits of time imposed on this report.

The respondents were asked to indicate on a scale, the number of contacts with the Center. Eighty-three percent indicated less than seven contacts with the Skokie Fine Arts Center. This is consistant with the status of the Center as a service to other ASCs.

Services Utilized

The survey requested the respondents to check items on a list to indicate the types of ASC service they utilized. Based on the survey returns, a ranking of services utilized is compiled in Table 3.42.

Table 3.42 RANKING OF SERVICE BASED ON UTILIZATION AT SKOKIE AREA SERVICE CENTER

Rank	Service	% Utilization (N=92)
1*	Workshops, Training Sessions	85
2	Teaching Methods	46
3*	Area Service Center Material	35
4.5*	Visitation to Other Gifted Programs	27
4.5	Program Development and Planning	27
6*	Phone Calls, Correspondence	24
7	Curriculum Development and Revision	23
8*	Summer Institutes	22
9*	Area Service Center Newsletter	18
10	Evaluation Assistance	11
11	Identification of Gifted & Talented Youth	10
12.5	Assistance with Pre-Approval & Reimbursement	8
12.5*	Field Assistance in Classrooms	8

*denotes delivery method, unmarked items represent content

The Skokie Fine Arts Center obviously uses workshops, training sessions and materials to deliver information about teaching methods. This is an accurate reflection of the proposal submitted to the State Gifted Office by the Center. That any reflection of activity in the areas of field assistance in classrooms and assistance with reimbursement

and pre-approval matters exists is unexpected. The scope of activities of an ASC may well include such activities. Indeed the various ASCs of the State have assigned territorial responsibility and the Skokie Fine Arts Center did not. Without an established clientele requiring advice and guidance with the reimbursement aspects of the Illinois Gifted Program, the responsibilities of the Skokie Fine Arts Center would not tend to fall into the assistance category. Also, without the established clientele the opportunities for working with teachers in classrooms are extremely limited.

Rating Benefit of Services

In addition to utilization, respondents were asked to select activities on the list they considered to be most beneficial or least beneficial. Using the total of these two groups rating each item, the following table ranks the preceived benefit of each service. The number of respondents rating each item varies and is indicated in the table although the display is stated in percentage.

Table 3.43

RANKING OF BENEFIT
AT SKOKIE AREA SERVICE CENTER

Rank	Service	% Most Beneficial	% Least Beneficial	N (92) Possible)
1*	Workshops, Training Sessions	97	3	75
2*	Summer Institutes	96	4	28
3	Teaching Methods	95	5	43
4.5*	Visitation to Other Gifted Programs	88	12	24
4.5	Program Development & Planning	88	12	17
6*	Area Service Center Materials	81	19	26
7	Curriculum Development and Revision	80	20	20
8*	Area Service Center Newsletter	72	28	18
9	Evaluation Assistance	71	29	17
10	Identification of Gifted and Talented Youth	69	31	16
11*	Phone Calls, Correspondence	67	33	21
12*	Field Assistance in Classrooms	62	38	13
13	Assistance with Pre-Approval and Reimbursement	54	46	13

*denotes delivery method, unmarked items represent content

Although some items ranked low in utilization the relative benefit of the items depicted in Table 3.43 indicates that quantity of respondents involved and benefit are not directly related. Workshops, Skokie Fine Arts Center's main delivery mechanism, ranked first in the proportion of benefit. Teaching methods, second in utilization, is third ranked in proportion of reported benefit. Materials, which were ranked second in utilization are ranked sixth in proportion of benefit. Among the lowest ranking based on the proportion of most beneficial to least beneficial responses there are items of concern. The precise points of reference used by raters for the item on evaluation assistance would be of interest. The rationale used in the construction of the survey included this item as an area of activity related to reimbursement reports filled out by the school districts for the State Gifted Office. What were the seventeen raters thinking of? Were they thinking of pupil

evaluation as based on the activities suggested in Fine Arts Service Center Workshops? How could the Center have been more effective in those activities and respondents were utilizing as their frame of reference? These and other questions would be the proper domain of evaluators dealing with the individual ASC.

A ranking of greater concern, however, is the tenth place of identification. Within the function of delivery systems such as workshops and materials the matter of identification of gifted and talented youth would surely be important. When asked, "What is to be used for the child with gifts and talents in the realm of fine arts?" the Skokie Fine Arts Center seems to provide the answers. But as to who are the legitimate target populations, the perceived benefit is noticably low (69%). This is inspite of one respondent reporting: "Identification of gifted and talented youth is the simplest thing in the world with Orff procedures."

Attitude and Change

As a means of gathering information about the impact of the ASC, the survey requested an example of change. The written responses were first coded for attitude. That is, was the tone of the reply positive or negative? Out of 51 responses 46 were positive in tone (90%).

A second coding was given to the items to classify the example provided as specific or general. Sixty-five percent (33) of the examples were specific and 35% (18) were general. This is an indication that in actual impact, the Skokie Fine Arts Center has had a perceptable impact among those responding to the survey. Of the total population responding to the survey, however 45% (41 out of 92) did not respond. This sizable

number should be investigated in order to determine if it is similar in proportion to those who reported examples. Using information described below on service, any appreciable change does not seem likely.

The specific value of the changes reported by the respondents is beyond the scope of this survey. However, some examples may provide some indication about the nature of the changes taking place that were attributed to a relationship with the Skokie Fine Arts Center.

One Teacher provided the following example:

> I have attended a few workshops in music for the Gifted sponsored by Jacobeth Postl and Lillian Yaross in the Evanston area--dealing with Carl Orff methods and the Manhattanville Music curriculum in creative composition. These both have had a great deal of influence on me as a teacher in improving my techniques and giving me many valuable and worthwhile ideas with which I feel I am a better teacher.

Another teacher:

> My contacts with that center have changed my teaching completely by introducing me to the Orff and Kadaly methods of teaching music. I have visited many times, taken workshops, summer courses, and had many other contacts. This service Center had done a very fine service to the music teachers -- and other teachers also -- in this area, and, through them, the students.

The following example demonstrates a relationship to the nature of reimbursement proposals:

> Because of my contact with the work of Jacobeth Postl and her great influence, we have this year initiated a program for the Gifted in our school. The success of the program is acclaimed by the students, parents, administration and me.

Another teacher indicates areas other than music:

> Workshops in Allied Arts helped me to make my art classes more meaningful. Students enjoyed art projects learned and became more aware of surroundings. Different uses of art media was used and pupils enjoyed them.
>
> I never tried creative dramatics with class and did so after taking workshop. I was surprised how fast children became involved in it and asked for more of it. They also became quite aware of surroundings.

These remarks indicate that the respondents generally perceived a positive relationship between the activities of the Skokie Fine Arts Center and changes taking place in the Illinois Gifted Program. Teachers and others were nearly unanimous in their positive attitudes. toward the Center.

The respondents to the survey were asked to make a choice regarding the level of service provided by the Center. When asked if the service of the Center should be reduced, kept the same, or increased, only 5% did not respond, and 5% indicated reduction in service, while 44% responded to maintain service and 46% marked increase in service. This positive skew of replies reinforces the earlier interpretation that the large number of respondents not responding by providing an example of change were not necessarily negative in nature. Again, 90% of the respondents marked responses indicating a positive attitude toward the Skokie Fine Arts Center.

Conclusions

This survey for the Skokie Fine Arts Center brough a return heavily representative of Cook County, however 40 different school districts from 13 counties were represented. The respondents perceived the Center in a favorable manner.

Services utilized and ranking of benefit correspond to the goals and purposes of the Skokie Fine Arts Center. These rankings also reflect the fact that the Skokie Fine Arts Center is not like ASCs in general: the Skokie Center is without a defined geographically based target population, and is dependent on contacts through other Centers.

The impact of the Skokie Fine Arts Center is perceptable among those reporting change. Thirty-three respondents out of the 92 replies reported changes that were classified as specific and eighteen more reported changes of a general nature. Only five examples were classified as being negative in tone.

Support for the Skokie Fine Arts Center among the respondents was high.

CHICAGO AREA SERVICE CENTER SURVEY

Survey Population

The survey mailed within the Chicago Public School system brought a response of 131. The survey was complicated by the fact that the Chicago Area Service Center functions as a part of the central office administrative system. Respondents were not informed about an "Area Service Center" but rather a "Gifted Office." A cover memo attached to the survey attempted to clarify this reference for the respondents. The occupational categories of the respondents is depicted below in Table 3.44.

Table 3.44 CLASSIFICATION OF RESPONDENTS CHICAGO AREA SERVICE CENTER

Teachers	68
Reimbursement Directors	3
Administrators	53
Others Specified	7
Total	131

The low return falling into the category of reimbursement director reflects the nature of the Chicago educational system. This is true also for the large proportion of administrators in the sample. The majority of operations by the Chicago Area Service Center require dealing with the many administrators that are a part of the school system.

Services Utilized

The survey population was asked to check items on a list to indicate the services they utilize. Based on the responses, a ranking of services utilized is compiled in Table 3.45.

Table 3.45

RANKING OF SERVICE
BASED ON UTILIZATION
CHICAGO AREA SERVICE CENTER

Rank	Service	% Utilization (n=131)
1*	Phone Calls, Correspondence	76
2	Program Development and Planning	71
3.5*	Workshops, Training Sessions	66
3.5	Assistance with Pre-Approval & Reimbursement	66
5	Evaluation Assistance	56
6	Identification of Gifted & Talented Youth	51
7.5*	Visitation to other Gifted Programs	49
7.5*	Area Service Center Material	49
9*	Field Assistance in Classrooms	47
10	Curriculum Development and Revision	44
11	Teaching Methods	40
12*	Summer Institutes	27
13*	Area Service Center Newsletter	21

* denotes delivery method, unmarked items represent content.

Some determination of the appropriateness of the ranked utilization of these items may be obtained by comparison with the content submitted in the ASC proposal to the State gifted office.

There is a high degree of correspondence between the survey responses and the types of activities identified in the ASC proposal. Of the first ten items in rank, each has reference in the ASC proposal except two delivery methods: phone calls/correspondence and field assistance in the classrooms. The fact that these were not mentioned is not a glaring misrepresentation of Chicago Area Service Center activities. Phone calls and correspondence are a natural service mechanism, but are not often mentioned as a specific delivery system. Field assistance in classrooms may fall under the intent stated in the proposal to follow-up through-out the

first year of program development.

Summer institutes are specifically mentioned in the Chicago proposal, but may rank low in utilization because of limited numbers in attendance.

The only question that may need resolution is the low ranking of teaching methods. Program and curriculum development efforts engaged in by other ASC's include related efforts in regard to teaching methods. Why does a low ranking for teaching methods occur in Chicago when they too emphasize program and curriculum development? The answer may be found in information about workshops and training sessions sponsored by the Chicago Area Service Center. Such a consideration requires an information base not available for this report.

Rating Benefit of Services

In addition to utilization, respondents were asked to indicate which of the thirteen items they considered to be most beneficial and which they considered to be least beneficial. The total number of respondents, 131, did not respond to each item and so ratings were based on a different number for each item. The following table presents the rank order of the items based on percentage of the raters considering each item to be most beneficial.

Table 3.46

RANKING OF BENEFIT
AT CHICAGO AREA SERVICE CENTER

Rank	Service	% Most Beneficial	% Least Beneficial	n (131 Possible)
1.5	Program Development and Planning	98	2	86
1.5	Assistance with Pre-Approval & Reimbursement	98	2	80
3*	Phone calls, Correspondence	97	3	76
4*	Workshops, Training Sessions	96	4	74
5*	Area Service Center Material	92	8	53
6*	Field Assist in Classrooms	90	10	51
7	Curriculum Development and Revision	89	11	47
8.5	Identification of Gifted & Talented Youth	88	12	60
8.5	Teaching Methods	88	12	51
10*	Visitation to Other Gifted Programs	85	15	60
11	Evaluation Assistance	83	17	64
12*	Summer Institutes	80	20	40
13*	Area Service Center Newsletter	70	30	23

*denotes delivery method, unmarked items represent content

This display of items indicates an over-all strength of this ASC. The areas of emphasis as depicted by utilization are generally considered to be beneficial by the respondents. In addition, areas not specifically listed in the ASC proposal are also considered to be of benefit--teaching methods, field assistance, and phone calls. The weakest item, the newsletter concept, is not specifically mentioned in the ASC proposal.

Program development and planning (98%); assistance with pre-approval and reimbursement (98%); phone calls and correspondence (97%); and workshops and training sessions (96%) are grouped with the highest set of rankings. A second grouping consists of materials, field assistance, curriculum development and revision, identification proceedures, and teaching methods (ranging from 92% to 88% in perceived benefit). A third group--visitation (85%), evaluation assistance (83%), and summer institutes (80%) are also generally beneficial.

Attitude and Change

As a means of gathering some indication about the impact of the ASC upon their clientele, the survey requested an example of change from the respondents. The examples of change were coded in several ways. The first coding was for attitude--was the tone of the reply generally positive? Out of 51 responses, 43 (84%) were positive and 8 (16%) were negative. Eighty

respondents did not reply to this item. Although this sizable number may seem to allow the possibility of a shift in opinion if examples were provided, this is not likely. A further examination of attitude in a section below on levels of service supports a positive interpretation.

A second coding was given to these replies: was the response to the change question general or specific? Fifty-three percent (27) were specific and 47% (24) were general.

It is beyond the scope of this survey to assess the specific value of the reported changes. However, some examples may provide an indication about the nature of the changes taking place that were attributed to a relationship with the Chicago Area Service Center.

Low ratings and rankings for the ASC newsletter may be explained by this quote:

> A newsletter for Area A in Chicago would be beneficial.

It seems that the Chicago Area Service Center may not distribute a newsletter comparable to those of other centers.

The need for communication depicted above, is also reflected in the conclusion to this critical statement by a teacher:

> It seems the Chicago Gifted Program is indicative of other Chicago programs as contrasted with State Programs, i.e., there are no services or lines of communication in Chicago to its teachers, as exists outside Chicago. This was obvious from LaSalle Hotel Conference. There should be some listing of services available, workshops, etc., sent to <u>all</u> teachers of gifted! Everything is a big secret!

Favorable comments from among the respondents reflected the mode of operation of the Chicago Area Service Center:

> As a result of information gathered during the visit of last year's evaluation team we supplemented the existing gifted program of Theater Games with Creative Mathematics. This additional dimension in the

gifted program expanded the children's opportunity for creative expression.

A teacher reported the effect of workshop training:

> During the workshop, I received information concerning the selection and evaluation of 'gifted' students that prompted me to modify a testing proceedure and develop a behavioral checklist to be used in the selection of students for the 1973-74 program.

The total impact of gifted program funds was assessed by this administrator:

> Exposure to workshops and summer institutes have made it possible for more teachers to enrich their teaching, initiate creative programs for gifted children and make instruction more relevant. The affective domain evident since we've been with the school has been tremendously improved since we began to enrich our curriculum through gifted program opportunities over the past five years. We are considered an outstanding school by our community. The gifted program is largely responsible for this reputation we now have. Thank you for giving us at the school level the support and trust in our leadership that is so lacking everywhere else.

A majority of the written comments were favorable and indicate a positive relationship between the activities of the Chicago Area Service Center and the creation and development of gifted programs in the Chicago Public Schools.

In support of the perceived value of the ASC, the final survey question is instructive. When asked if the ASC service should be reduced, maintained at the present level, or increased, only two (2%) of the respondents declined to answer, and four (3%) responded reduction, while 57 (44%) indicated the same, and 68 (52%) checked increase. The weight of these replies confirms the impression of general satisfaction with the Area Service Center. The responses form a positively skewed distribution.

Conclusions

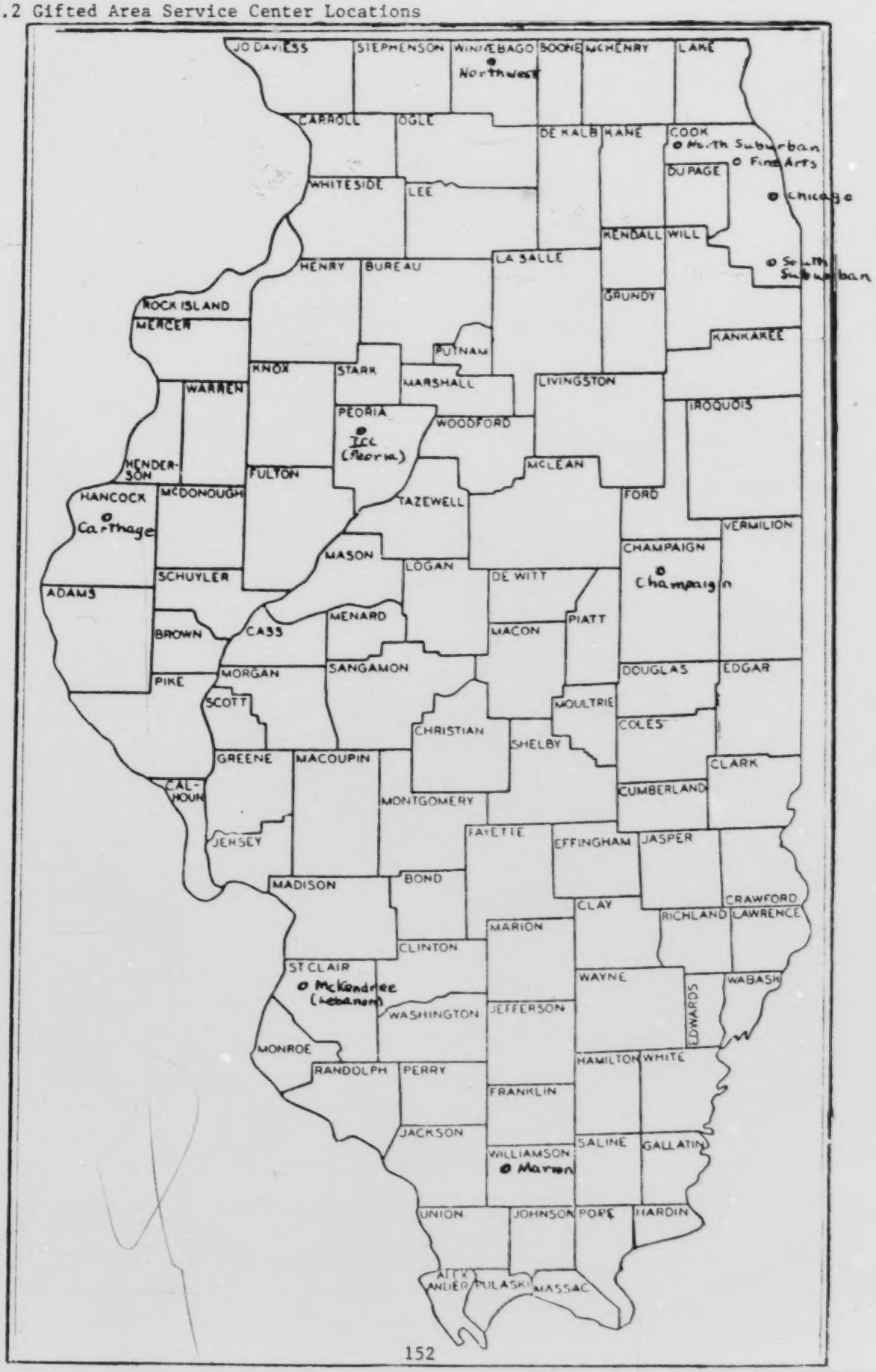
The survey population of 131 seems to accurately reflect the Chicago

Area Service Center's mode of operation. With 40% of the return representing administrators, this is a larger proportion than was represented for any other ASC. This also meant that the proportion of teachers represented was the lowest of all centers.

The congruence between the results of the survey and the activities described in the ASC proposal is evident. In all of the areas identified by the Chicago Area Service Center's proposal, the perceived benefit, as reported by the respondents, is high. The lone item not grouped with other items in proportion of benefit was the concept of a newsletter. Several respondents by way of written comment mentioned specifically the need for a newsletter. Other examples indicate that there is a need for improved communication. This issue should be carefully examined by the Chicago Area Service Center personnel.

With 39% of the total (131) respondents reporting change either generally or specifically, it is evident that the Chicago Area Service Center has had an impact on education of the gifted.

Figure 3.2 Gifted Area Service Center Locations



CHAPTER IV

THE REIMBURSEMENT COMPONENT

While a statewide assessment of the present status of reimbursement programs in local districts will not be available until late spring of 1974, it is possible to summarize the findings of the previous longitudinal evaluation in order to present a picture of what occurs in local reimbursement districts.

During the spring of 1969, data on specific reimbursement programs was compiled, compared against a set of standards, and judged. The rest of the chapter reports the standards, and the results as they were published in the 1971 report, The Gifted Classroom.

Standards for Judging

The standards against which the programs were measured were developed from the policies of the Illinois Gifted Program.

STUDENTS SHOULD BE INVOLVED IN CLASS ACTIVITIES AND ENTHUSIASTIC ABOUT THEM

Students should have opportunities to participate and express themselves rather than accept a passive student role that requires listening and recitation. Excitement about ideas and activities counts for much, whereas indifference, boredom or outright hostility reduces the effects of positive features that are present.

AN INTELLECTUAL ATMOSPHERE SHOULD BE PRESENT IN THE CLASS

Ideas should be enjoyed for their own sake and savored as intrinsically worthwhile. Questions are welcomed and both students and teacher respond to each other's ideas. The thinking involved should be rigorous, but entered into with a spirit of curiosity, openness, objectivity, and responsibility.

HIGHER THOUGHT PROCESSES SHOULD BE PRESENT IN THE CLASS

A higher value is placed on the emphasis of the more complex thought processes such as application, analysis, synthesis, and evaluation rather than on the lower processes of memory, translation, and interpretation. This criterion differs from the preceding intellectual standard in that higher thought processes may be called upon in practical problem-solving situations without evoking a spirit of adventure and exploration. Such a methodical approach is often seen in math and science classes.

THE OPPORTUNITY FOR INDEPENDENT THOUGHT AND ACTION SHOULD EXIST

A high value is placed on the existence of a number of options for the students and many opportunities for self-initiated activities. Student options are expressed by the delegation of power to the student to determine assignments, use of time, resources to be used, and assessment of performance. Independence involves both the freedom to choose and the range of choices available.

OPPORTUNITIES FOR DIVERGENT THOUGHT AND ACTION SHOULD BE PRESENT

The question here is whether or not the teacher tolerates many solutions, alternative approaches, and wide-ranging points of view by the students. This occurs when the teacher respects students' ideas and is willing to allow un-

popular or off-beat ideas to be expressed. The freedom to state new ideas without fear of failure or ridicule has an important effect on the overall atmosphere of the class. A one-right-answer setting in which students must conform to the accepted orthodoxy leads to second-guessing the teacher or at worst rewards hypocrisy.

THE PROGRAM SHOULD NOT DAMAGE THE STUDENT'S SELF-CONCEPT

Ultimately one must consider whether the program is going to damage the student's self-confidence and self-concept. Are students stereotyped and regimented; manipulated by threats and sarcasm? Does the competitive environment become so intense that it is detrimental to the individual? Are the teacher's standards so high that students underrate themselves and their abilities? These are all questions considered in applying this standard.

THE GIFTED PROGRAM SHOULD BE INNOVATIVE

The Illinois Plan demands that something "different" be going on in gifted classes than occurs in regular classes within each district. Districts are encouraged to set aside their parochial programs and to try innovative methodologies and materials that can provide new beneficial learning opportunities and experiences for their students.

THE QUALITY OF INDIVIDUAL PROGRAMS

Defining 'program' as the specific treatment for a particular group of gifted students, 10% of the districts participating in the Illinois Plan for more than one year were asked to name the best program they had operating. These were studied in detail. A panel of judges rated the quality of these programs applying the standards described above.

Projecting the sample of programs to all districts in the State suggests that one-third of all participating districts have developed high to medium quality programs. Yet one-fourth of the participating districts have been unable to get a program into operation. It is important to note which districts succeed and fail.

When the size of the district is taken into account, ratings of quality are seen in a new light. Half the districts in the State are small and enroll only 12% of all students in the State. The quality of programs they produce is much lower than medium or large districts. In fact, over half of the small districts have been unsuccessful in developing a program. High and medium-quality programs occur almost entirely in medium and large districts--which enroll over half of the students in the State. While not all gifted students in those districts are placed in special programs, potentially those districts can serve them well.

Table 4.1 ESTIMATES OF PROGRAM QUALITY ACHIEVED BY ALL DISTRICTS

Quality Rating	% of Districts
High Quality	11
Medium Quality	23
Limited Quality	26
Low Quality	13
No Program	27

The reimbursement sketches in chapter VII will provide the reader with more insight into the variety of activities that occur in gifted classrooms. Next year's annual report will provide more up-to-date information on the status of local gifted program development throughout the State. Based on the standards and quality rankings of local programs presented in this chapter, an information format will be developed to gather longitudinal data.

Table 4.2 RELATION OF PROGRAM QUALITY TO STUDENT ENROLLMENT AND SIZE OF DISTRICT

Student Enrollment	Quality Ranking	Size of District		
% of students within each level of quality	Rating of districts gifted program	Small Less than 1375 Students	Medium From 1376 to 4939 Students	Large More than 4939 Students
26%	High Quality	0	15%	40%
30%	Medium Quality	9%	39%	30%
20%	Limited Quality	27%	31%	10%
17%	Low Quality	9%	15%	20%
7%	No Program	55%	0	0

CHAPTER V

THE ILLINOIS GIFTED PROGRAM EXPERIMENTAL PROJECTS: 1972-1973

For the first time during the 1972-73 school year, a systematic attempt to monitor the experimental projects funded under the Illinois Gifted Program was undertaken. The monitoring consisted of a series of on-site visits to each project by the staff of the Department for Exceptional Children. The ideal was to have three separate visitations. The reality was that there were several projects that were contacted less than three times. The observations during the on-site visits were based on a descriptive rating instrument. The intent was to compare project development with the project as it was depicted in its proposal. Ratings within the general categories--such as structure, content, and evaluation--can be viewed from project to project to determine some general characteristics of experimental projects. Yet, direct comparison between projects needs to be guarded--different objectives and anticipated outcomes restrict such activity. It is the general characteristics that make up the bulk of the report that follows.

An announcement of the availability of grants for experimental projects was sent out annually from the Illinois Gifted Office in the Department for Exceptional Children. The amount of funds available was usually divided into modest grants. Proposals were submitted to the Gifted Office in the spring of the year. Proposals were read and rated by staff and a gifted Advisory Council composed of lay representatives. The Council had the responsibility of providing recommendations for the Gifted Office and the

Superintendent of Public Instruction.

These projects are diverse. For 1972 to 1973, fifteen experimental projects were selected for funding, ranging from $1,120.00 to $64,417.00. Fiscal agents for the projects were public schools, Community Colleges, Universities, and Educational Service Regions. Directors of the projects represented a variety of expertise in such matters.

They range in duration from one year investigations to multi-year projects. Products range from manuscript reports to educational materials such as lesson plans and films. Materials are ordinary, as in the case of sample lesson plans, and extraordinary, as in the case of a plastic inflatable "bubble" environment. From this, it is easily apparent that the experimental projects of the Illinois Gifted Program were not monopolized by a mythical, monolithic, educational research establishment.

In depicting further the diversity of the projects, the following encapsulations are provided. Each project capsule includes a description of the intent of the project and synopsis of observations about the development of the project gathered during the visitations.

Title	Director	Fiscal Agent	Budget
A Study of the Feasibility of a Summer Institute for Gifted High School Students in Illinois	Craig Gjerde 217/333-0989	Springfield	$1,120.00

The purpose of this project was to study the feasibility of summer institutes as a part of the Illinois Gifted Program. The study used as its main source the TCITY (Twin City) program in Minnesota supplemented by additional sources from around the nation and the project was timely as the State Gifted Office and ASC's were considering student involvement in summer

institutes.

Early Childhood Talent and Interest Assessment	Ralph Litherland 618/549-7498	Carbondale Elementary Schools District #95	$19,600.00

This project was a multi-year project attempting to develop a valid and reliable set of screening checklists to be used by classroom teachers to identify the gifts and talents of students in standard classrooms. Screening for talent was to use Calvin Taylor's multi-talent concept. Instruments were to be developed for standard academic areas. The materials developed in this project were to be field-tested in the Carbondale Elementary Schools.

An important aspect of this project was the implication for individualization. Identification proceedures, developed in close association with consultants, were intended to be a part of system-wide change. The scope and implications of these changes were the most uncertain aspects of the project.

Material Development Projects	Thomas K. Laughlin 815/633-2303	Harlem School District #122	$15,484.01

The function of this project was to construct learning packets that would facilitate self-paced learning. The materials, developed last year and field-tested this year, were related to American Government course content. The packets contained a range of activities to be self-selected by the students to fulfill stated objectives. Students were guided by their selection by the results of a pre-test. Post-tests were carefully matched to the stated objectives.

The utility of such packets is limited to locales where similar materials are available. However, the format and processes related to constructing packets would be more generalizable. It was suggested by the observer that

these aspects be written up (which was only a suggestion, as such an activity was not delineated in the project proposal.)

Development of a Mental Health Measure	Dr. Rolf A. Peterson 312/996-5228	University of Illinois at Chicago Circle	$16,510.94

The second and final year of this project was the field-test of an instrument developed as an inexpensive mental health measure to be used for gifted first graders who might need psychological services. The scale was to be a simple instrument which can be used by a classroom teacher or school administrator who has had no particular training. Three inventories were being utilized in the field-test: a Mental Health scale; a student rating scale; and a student self-rating scale.

This project was built on a foundation of work done previously by Dr. Kay Torshem, one of the project personnel. The sample utilized in this stage at development was more restricted than indicated in the project proposal. Further field-testing with samples representative of the State population might be required.

Retrieval and Acceleration of Promising Young Disadvantaged (RAPYD II Project)	Dr. Merle B. Karnes 217/333-7890	University of Illinois	$45,000.00

The intent of this project was to develop and field-test materials and methods appropriate to five-year-old gifted disadvantaged children. Two experimental classrooms are set up--one was based on a British Infant School model and the other was based on concepts derived from Guilford's "Structure of the Intellect." These classrooms were compared on various levels--academically and behaviorally.

The organization and administration of the project includes built-in evaluation and consultation. The systematic information gathering provided a sound developmental base for this project.

Training Teachers to Develop Thinking Ability Through Structure of Intellect Activities	Dr. Richard C. Youngs 309/438-2488	Illinois State University	$18,654.67

The goal of this project was to design, test, and implement a teacher education sequence which would enable teacher candidates to individualize instruction according to differences in intellectual ability and learning style. This approach utilized Guilford's "Structure of the Intellect" model. The field-test was conducted at the Illinois State University laboratory school where teacher candidates assisted with classroom tutorial situations. Data was collected to compare students aided by these methods to students aided in traditional ways.

Techniques that give individualization a sound foundation are of current interest in the Illinois Gifted Program. The SOI framework has potentialities for those who are adventurous, however, the complexity may be awesome to a classroom teacher without training.

Special Museum Programs	Sue Maxwell 312/641-4544	Chicago Public Schools	$27,000.00

The purpose of this project was to explore the utilization of special facilities as learning environments for gifted children. Museum, aquariums, and zoos were environments where learning experiences took place. After a year of development, the second year of the project continued expansion. An evaluation phase of the project was also implemented.

The sound use of community resources as learning environments is a timely venture. Important to this project is a well-organized and defined curriculum. It was suggested by the observer that the process involved in developing and implementing such programs be written into the final report. It is those aspects that would facilitate replication and utilization in the Illinois Gifted Program.

Development of an Instrument to Assess Talent in Theatre Among Secondary School Students	Wallace Smith 312/491-3950 3967	Evanston Twp. High	$19,982.55

This project was to develop and field-test an assessment instrument that would systematize and facilitate the screening of secondary students for talent in theater. The approach utilized problem situations calling for action. The subject's behavioral levels were to be matched with a descriptive rating system. The second year of the project included refinement and field-test of the instrument in a sample of Illinois schools.

Some constraints on the development of this project related to the need for expertise in test construction and field-testing that was not immediately available to the project. The development of one instrument, therefore, lacked sophistication to match the concept of the device itself.

Project Discovery in Interaction & Exploration	William T. Holder 618/457-3371	Carbondale Community High School District #165	$16,000.00

This project was to devise curricular opportunities that would enable the educationally disadvantaged student to achieve success. It was hypothesized that success would in turn allow improvement of self-image and provide a basis for success in other areas of academia. The opportunities construct-

ed as part of this project involved talent and skills courses such as art, photography, and speech.

The development of this project suffered from the lack of systematic data gathering. Much information was lost due to this difficulty. In interviews many assertations were made without supporting evidence.

Independent Learning Project for Gifted Children	Dr. Edgar Bernstein & Dr. Phil Montag 312/753-2564	University of Chicago	$48,745.00

This was a continuing project that had as its function the development and field-testing of curriculum materials and programs that relate to independent learning processes. Materials that had been developed were in social studies and mathematics. Field-testing was conducted in the University of Chicago laboratory school, which included an open classroom environment for grades one to three. Evaluations of the materials were related to the attitude and achievement of the student.

The organization of curriculum development projects such as these became an art at the University of Chicago. The materials, potentially, are an excellent element of independent learning systems. The materials were not self-explanatory and descriptive literature of appropriate processes and techniques were required for effective utilization of the materials.

Testing of the "Wave Model" for Educational Change	Dr. Ernest House 217/333-0989	University of Illinois	$27,689.55

This project attempted to explore a theoretical model of the nature of change. The project refined and field-tested a model that could be used to reconceptualize the diffusion process of educational change.

Portions of the data to support the development of the theory represents elements of the Illinois Gifted Program. Subsequently this model may serve as the basis for the development of strategies for change, innovation, and diffusion. These subsequent explorations may allow more efficient distribution of effort and resources in the Illinois Gifted Program.

A Media Development Center Project	Joseph G. Wayman 217/357-2185	Media Development	$64,417.00

The purpose of this project was to explore the relationships between media and gifted education. The project intended to develop and field-test media that would have application by the area service centers and the Illinois Gifted Program. The project also served as a resource utilized in support of the Program.

Many products eminated from this Center and were widely utilized by the ASC's. The project did not function in isolation but rather was integrated into the activities of the Illinois Gifted Program.

Media Development and Training Center	Ben Whiteside 618/242-1807	Mt. Vernon	$20,000.00

The Media Development and Training Center intended to develop media and materials for regional gifted personnel and gifted program educational specialists. Further, the project personnel intended to conduct demonstrations and media workshops to disseminate ideas, methods and content. And finally, the project intended to demonstrate the possibilities of a regional sharing of resources and personnel by utilizing a central location to serve gifted programs in a specified area.

Much of the early efforts of this project dealt with exploration and definition of the concept of a Media Development and Training Center. As a consequence the relationship of the project to discernable product was

Postponed until late in the year.

Comparison of Contrasting Approaches to Inservice Education for Open Classroom Education	William Katz 217/344-2384 352-8842	ERIC, University of Illinois	$25,580.00

This project had three main Objectives. First, to implement a small scale advisory system to provide inservice training to primary school teachers. This was done on a regularly scheduled basis in carefully selected target schools. Second, to explore and experiment with procedures and mechanisms for integrating the advisory system into existing support and resource systems in the State such as ASC's and IMC's. And third, to obtain a natural history of experiences accrued in the implementation.

This project was significant in its relationship to the ASC of the region in which the project was located. Utilizing ASC clientele as part of the target population, the project was a significant adjunct to ASC operations.

Parent and Techer Cooperation in Communicating with Gifted Children	Dr. Jack Peterson 309/295-6411	Illinois Central College	$10,025.00

The purpose of this project was to teach conflict reducing skills to parents of gifted children. These skills fit the following circumstances:

1. When the child causes the problem;
2. When the child has a problem;
3. When a conflict of needs occurs, and
4. When a conflict of values occurs.

The project investigated a chain of events that began with skills which caused attitudes to change, which caused behaviors to change, and which would cause the effectiveness of education to increase. The field-test site of this project was located in Peoria area schools.

The established techniques of conflict resolution applied to a population relative to gifted children was of interest. However, teachers as part of the population did not attend the sessions which were operated as classes in the evening. This deficit limited the scope of the data obtained.

Observations concerning the experimental projects could be presented either in a project by project manner or in generalized form. Since each project received an exit commentary and a written summary of observations to which they could respond, a one by one approach seems to be more cumbersome than is needed at this time. What follows, then is based on observation as synthesized from the collected rating forms.

The following Table 5.1 summarizes the ratings of each project for the major items on the rating form.

Table 5.1

AVERAGE RATINGS OF GIFTED EXPERIMENTAL PROJECTS
ON A FIVE-POINT DESCRIPTIVE SCALE

Rating Item	Project Title: Summer Institute Study	Talent and Interest Assessment	Material Development Projects	Mental Health Measure	RAPYD II	Teacher Training-301	Special Museums Programs	Talent in Theater	Project Discovery Discovery	Independent Learning Project	Model for Educational Change	Media Center	Media & Training	Inservice Approacher	Communicating with Gifted Children	Average
A	4	2	3	4	3	3	3	3	2	3	3	3	2	3.5	3.5	2.8
B	2	2	2	3	4	3	3	2	2.5	3	4	3	1	3	3	2.4
C	4	[illegible]	3	4	4	4	3	3	2	4	3.5	4	3	4	3.5	3.2
D	4	3	3	3	3	4	3	3	3	4	3	3	3	4	3.5	3.2
E	1	3	1	3.5	4	4	2	2	2	2	3	3	1	4	3.5	2.4
F	2	2	2	3	2	2	1	1	1	1	2.5	3	2	4	2	1.6
G	1	2	1	1	1	2	1	1	1	1	3.5	3	1	1.5	1.5	1.3
H	1	2	1	2.5	4	1	2	1	1	2	1.5	2	1	4	1	1.4
I	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1.0
J	4	1	1	1	3	3	2	1	1.5	2	2	2	1	2.5	1	1.4
Average	2.4	1.9	1.8	2.7	2.9	2.3	2.1	1.8	1.7	2.3	2.7	2.8	1.7	3.2	2.4	2.1

Key to Table 1:

A=Project definition compared to structure, content and implementation.
B=Basis in literature compared to structure, content and implementation.
C=Structure and organization as stated in project proposal compared to implementation.
D=Content of the project as compared to project activities identified in project proposal.
E=Evaluation depicted in project proposal compared to implementation.
F=Dissemination: Contact with Area Service Center.
G=Dissemination: Contact with other experimental projects.
H=Dissemination: Contact with Local Educational Agencies.
I=Dissemination: Contact with other State Agencies.
J=Dissemination: Contact with other educational groups.

The fidelity of the projects to the conceptualization in their proposals was limited but not grossly distorted in most cases. That is, most projects as observed were attempting to implement the project as described, and several were discerned to be in a developmental process indicating that given time, the project would be fully implemented. However, the bugaboo of proposal writers attempting to embellish a concept as a sales pitch does appear to exist. Glorious words were mouthed that in the end bore little relation to the projects. Ratings ranged from a low of 2, "partial fit" of project description as compared to project implementation, to a high of 4, an "excellent fit." Averaged over all visitations and all projects the rating was 2.8, that is falling between a "partial fit" and an "adequate fit" where project definition and development only lacked somewhat in clarity.

In theory, the purpose of a literature search in a proposal is to develop a foundation for a project. As in the case of the conceptualization of the project, the relationship of the reported grounding was not at all as secure as it could have been. Yet it was not disasterously disassociated in most cases. The rating average was 2.4 falling between 2 of "cursory search" and a 3 of an "adequate search." One rating indicated a 1 representing a literature search that was lacking or irrelevant to the development of the project. Ratings for the most part were 2's and 3's, but there were also several 4's, "excellent foundations," where the literature search supported the structure, content, and implementation of the project.

The projects receiving a rating of 4 were projects where the directors not only were aware of the literature used as part of the search but were also aware of research literature in general. This, in itself, is not an indicator of a superior project, but it does lend an impression that the

project personnel were immersed in their selected task. It may be that the University type bibliographic reference game is the essence of those projects rated highest in this area. Other project directors may have been aware, but not as facile in citation of current literature and thus were not able to display their plumage as effectively as others. Clarification of the relationship between familiarity with literature and experimental success will have to await additional observation and further study.

The manner of organization and the way in which the project was put together was rated on the average as 3.2 or between partial implementation at a 3 and functional implementation at a 4. Ratings ranged from a low of 2 indicating structure and organization only partially implemented, with unreported features, to a high of 4 or a situation fitting the description of an implemented, functioning structure and organization of the project. The majority of projects had ratings of 3 or 4. Those projects with lower ratings tended to be projects where research was not a significant element of the director's duties. In those cases, other responsibilities appeared to weigh heavily in the balance of time available. In addition, support personnel were also restricted by such a constraint.

The actual activities engaged in to implement the projects averaged a 3.2 in rating. Ratings for all projects were either 3's, a partially implemented status, or 4's, a fully implemented status. A 3 rating, for the most part, indicated a project visitation that had taken place prior to completion. Such a rating, as a monitoring statement, is not a condemnation but was more often an indication of developmental status.

The greatest range of ratings related to project evaluation components. Ratings averaged 2.4 and were spread from a low of 1, evaluation not being operational or functional to a high of 4, where evaluation plans were imple-

mented and provided useful input to the project. Formative evaluation or process evaluation was neglected as a significant element of project development. In at least one case, significant information concerning the nature of the experiment was lost due to a lack of systematic data collection. A formative project evaluation could certainly have provided the perspective necessary for correction of this deficiency.

The depictions above indicates several areas of concern. Averaging these five items in individual projects displayed a range of 3.7 as a high to 2.2 as a low. This points to several projects that were rated rather low in there essential areas. However, over the fifteen projects, an average rating of 3.0 was computed indicating an overall adequacy of development.

Additional ratings were made in areas that were to give some indications about dissemination of an awareness of the experimental projects. Relationships to area service centers, other experimental projects, local educational agencies, other State agencies and other educational groups were extremely limited. Ratings generally were 1's, representing no relationship, or 2's, indicating partial or sporadic relationships. Of most concern in this area is the apparent lack of relationships to ASC's, as the Centers are the potential delivery mechanism for experimental results.

Some general observations gathered in the monitoring process, but not included in rating, are worthy of note at this point.

Project directors are not always the persons involved in the day to day execution of the project. This occurred when project directors were administrators in school systems. This situation may be derived from educational legal considerations of personnel supervision. However, it creates an abstraction that is not necessarily desirable. In one public

school experimental project where a director was especially assigned to the project as a major responsibility and this abstraction was notably absent.

Public schools seeking experimental funds seem to seek local benefit rather than development of a concept of greater significance. Local problems and local concerns may be a contingent factor in limiting the development of the project.

In conclusion, the experimental projects of the Illinois Gifted Program represented a variety of undertakings. As they were varied in structure, development, and content, they were also varied in the degree of sophistication the project personnel represented in respect to experimentation. Generally these fifteen projects were conducted in a manner congruent to the project proposal.

However, the following issues should be seriously considered to improve the prospects of the productive development of experimental projects.

1. Each project director and support staff should have an adequate amount of time committed to the execution of the project. Public school personnel especially must have time designated for the development and execution of the project. Teachers assigned to the projects must have time to be a vital part of the planning, execution, and data collection.

2. Most projects should have an adequate, built-in evaluation process. It should be seriously considered that formative or process evaluation be an essential feature of the project, especially in its earliest phases. Many inadequacies in design and concept can be dealt with effectively when raised as issues in the early stages of the project.

3. Public school projects and non-university based projects were those most often in need of expertise through regular, on-site consultation. Project needs for consultation should be carefully considered at the time of proposal acceptance.

4. To allow effeciveness of formative evaluation and expert consultation, a project amendment process should be specified to allow even major changes if mutual agreement can be reached between the project and the State Gifted Office.

5. Project dissemination needs to be examined as a persistant problem for the Illinois gifted experimental projects. Most projects indicated isolation from the ASC's in spite of attendance at statewide ASC meetings.

6. Project monitoring needs to be examined as a combined effort of regional teams, statewide teams, ASC personnel and gifted advisory staff.

CHAPTER VI

TRAINING PROJECTS

Funds designated for training have been utilized in a variety of ways. Three university based programs utilizing course work will be depicted below. An additional project at the University of Chicago, tangent to the experimental project there, was funded out of training resources. A training project at Lockport also accounted for a minor portion of the funds. In addition, ASC's expended training funds as part of their summer institute programs.

The university based operations were located at Northeastern Illinois University, Southern Illinois University at Edwardsville, and Southern Illinois University at Carbondale. Evaluation information for these locations was gathered in a variety of ways: pre and post tests, the Classroom Activities Questionnaire, and interview with students.

The training project at Northeastern University was directed by Dr. Mary L. Kooyumjian. It was a program which consisted of a series of graduate courses focusing on identification procedures, teaching strategies, and the development and evaluation of innovative programs. Students could apply the course work toward a Master's degree in other areas of special education such as culturally disadvantaged, socially maladjusted, and learning disabilities.

Evaluation results for the program at Northeastern indicate that students considered a major strength of the project to be the variety of teaching methods used; a weakness indicated was that there was a need for more observation or participation with gifted programs.

Many graduates from the Northeastern program are presently working with gifted programs.

The training project at Southern Illinois University at Edwardsville was directed by Dr. V. Faye Shaffer. This project, "Pairing Inservice and Pre-service Teachers of the Gifted," consisted of courses dealing with identification, methods, materials, and programming for gifted children as well as pairing of students with experienced teachers for on site experiences. Several required courses in addition to electives lead to either a B.S. or M.S. degree in special education, gifted.

Students considered a strength of this program to be the degree offered in education of the gifted. As weakness of theprogram students felt that higher thought processes were not emphasized in course work, that there was too much lecture.

Many graduates of the program at Edwardsville were involved with education of the gifted in Illinois -- many were teaching, several were directors of programs, one was an ASC consultant, and one was on the state staff.

The training project at Southern Illinois University at Carbondale was directed by Dr. John P. Casey. This project consisted of two parts: a university course and clinical experience at Buford School in Mt. Vernon. Student trainees spend two quarters in the school, an open-space environment, working with teacher and pupils. The trainees develop, try out, and evaluate materials designed to increase the productive thinking abilities in pupils. In this way the project serves pre-service teachers, in-service teachers and gifted pupils.

Evaluation results of the Carbondale experience by students indicate that the Buford School programs and the instructor as a person were considered to be strengths of the project. Major weaknesses were considered to be that the courses did not emphasize higher thought processes and that there was too much lecture.

Many of the graduates of the Carbondale project are not working in any way with gifted programs.

From 1968 until 1973, these three university based training programs dealt with 323 prospective teachers of the gifted. Table 6.1 below presents the distribution of trainees during the time span for Northeastern, SIE-Edwardsville, and SIE-Carbondale.

Table 6.1 Participants in Gifted Training Projects at Three Universities

Year	Northeastern	SIU-E	SIU-C		Total
			Students	Teachers	
1968-69		20			20
1969-70					
1970-71	5	7	45	45	102
1971-72	18	12	45	45	120
1972-73	20	12	35	14	81
Total	43	51	125	104	323

The population of trainees seemed to be increasing slightly in the area served by Northeastern; it decreased after a year without funding at Edwardsville, then increased slightly to remain stable in the last two years; and at Carbondale the population was constant for

two years and then declined during 1972-73. These figures represent a peak population in training by these universities during the year 1971-72. A more complete picture of gifted credit courses being taken by teachers in Illinois would also include National College of Education courses taken by teachers through the Area Service Centers. Several of the summer institutes offered such credit. The total numbers and the trends of teachers receiving credit in gifted education is, in all probability, quite different than is depicted in Table 6.1.

The amount of state funds utilized in the training programs at the three universities is presented in Table 6.2 below:

Table 6.2 State Funding for Gifted Training Projects at Three Universities

Year	Northeastern	SIU-E	SIU-C	Total Funds for Three Universities	Total Training Funds
1968-69		30,000.00		30,000.00	437,500.00
1969-70					100,000.00
1970-71	4,000.00	7,258.90	18,689.97	29,948.87	100,00.00
1971-72	16,383.60	16,871.73	23,389.57	56,644.90	100,000.00
1972-73	16,477.50	16,957.50	28,200.00	61,635.00	100,000.00
Total	36,861.10	71,088.13	70,279.54	178,228.77	837,500.00

The total funds expended by the three universities do not account for the total funding in training. In 1968-69, SIU-Edwardsville represented only 6.8% of the total funds; in 1969-70 none of the three universities received training funds; in 1970-71 only 29.9% of the funds were utilized

in these three universities; in 1971-72 it was 56.6%; and in 1972-73 it was 61.6%. The additional funds were accounted for in different ways. Funds were used by several small scale regional projects for training, they were used in a state sponsored intern program, and they were used by Area Service Centers for summer institute programs paying for fellowships for teachers attending. The result was that of the total $178,228.77 allocated for training from 1968 through 1973, the three universities involved accounted for only 21.3%.

It is apparent that the consequences of eliminating training funds strikes beyond the university communities. This event, as it occurred in the fiscal year 1973, not only takes funds from fellowships to potential educators of the gifted in the State of Illinois but also deprives funds for fellowships to inservice teachers attending Area Service Center summer institutes. In addition, the future of the summer institute itself is in doubt. The summer institute, as a means of delivering inservice training to teachers, is looked upon by Area Service Center directors as being an important element in the yearly cycle of Area Service Center activities. (For a description of a summer institute, see chapter 7).

The funds utilized by the universities are broken down to a per pupil cost figure in the following table.

Table 6.3 Expenditure of State Gifted Training Funds at Three Universities Per Trainee

Year	Northeastern	SIU-E	SIU-C	Average
1968-69		1,050.00		1,050.00
1969-70				
1970-71	800.00	571.00	207.66	293.62
1971-72	910.20	1,405.97	259.88	472.04
1972-73	823.87	1,413.12	575.51	760.93
Average	844.69	1,110.02	347.68	551.79

In respect to the 1972-73 year, an examination of expenditures at each of the universities is of interest. It shows that although Carbondale serves more students at a lower cost, funds are apportioned for the most part to salaries for personnel associated with the project. At Northeastern and Edwardsville, funds include stipends for students. The appointment of funds for staff salaries certainly can lower the average cost per trainee. However, it does raise a question about the proportion of the burden of gifted education assumed by the institution. Is it the role of the state to underwrite the salaries of university personnel who are engaged in training teachers of the gifted? And more broadly stated, what is the most effective use of training funds? These issues are beyond the evidence presented here to resolve, but they are appropriately raised at this point.

Conclusions

In Illinois, only two institutions of higher learning offer Masters Degrees in education of the gifted. One, National College of Education, is frequently utilized by Area Service Centers to sponsor graduate credit for Area Service Center undertakings. The other, Southern Illinois University at Edwardsville, operated a program that received supplemental funds through the State Gifted Program. Nine state universities and seven private institutions of higher education in the state offer courses or parts of courses dealing with education of the gifted. Two of these nine, Northeastern and Southern Illinois University at Carbondale, also have received supplemental funds from the State Gifted Program. Three universities -- SIU-Edwardsville, SIU-Carbondale, and Northeastern -- receiving training funds represent a significant proportion of the education devoted to the training of teachers for the gifted in the state. In fact, in a recent survey, only 30 institutions of higher learning in the United States offer Masters Degrees with specialities in education of the Gifted. Institutions in Illinois, then, also represent a significant proportion of these on a national level.

These three universities have utilized $178,228.77 training 323 students at an average state expenditure of $551.79 per student. The graduates of these programs are not always involved in education of the gifted. This reduces the impact of this type of training on the supply of teachers for gifted in the State of Illinois.

The quality of these programs, in the judgement of the students taking them, focused on the actual experience of working with gifted children in programs where it existed or the lack of such experiences where it did not exist.

The expenditure of a large portion of gifted training funds on stipends at Northeastern and Edwardsville as opposed to the proportion of expenditure on personnel salaries at Carbondale, raises the issue of the most effective use of such funds. A determination of effective use should certainly be made prior to any reinstatement of training funds in the Illinois Gifted Program.

CHAPTER VII

FIVE SKETCHES REPRESENTING FACETS OF THE ILLINOIS GIFTED PROGRAM

Introduction

As the Illinois Gifted Program evolved, four theoretically interrelated components developed -- ASC's, experimental projects, training projects, and reimbursement programs. In reality, experimental and training components often operated in isolation from the others. However during the 1972-73 school year, notable exceptions were apparent. Most of the ASC's offered college credit opportunities as a part of their repertoire; ASC's provided preservice input to training program participants sponsored by the State; and several experimental projects of an action research nature were implemented in reimbursement districts.

As the interrelationships that were once theoretical begin to emerge in reality, it seems fitting to present a set of sketches illustrating each of the components as a glimpse of the present. Since the sources of these sketches are varied, they are not homogonous in style. The segment below, representing the lifeline of a reimbursement program has been gleaned from multiple sources and constructed specifically for this report. The depiction of ASC work with "School E" is from two successive ASC annual evaluations. The portrayal of the summer institute sponsored by an ASC was pieced together from multiple sources. The training project presented below is abridged from the current study of training projects. Finally, the

experimental project activity presented here is the joint effort of two outside observers.

Reimbursement Sketch

Chapter three of The Gifted Classroom Report discusses several reimbursement programs in detail. Within the last few years, some of these projects have been altered and expanded. The following descriptions of past (1968-69) and present (1972-73) activities indicate specific examples of some changes occurring in reimbursement programs.

However, the 1968-69 program capsules are the result of on-site interviews and descriptions by outside evaluators, while the 1972-73 descriptions were obtained from the present applications.

RIVER MEADOW (1968-69 Programs Description):

Two teachers work with 73 sixth-grade students in seven groups at three different K-6 schools daily for one hour. The sixth grade language arts class attempts to encourage creativity and reflective thinking through brainstorming and other techniques. The teachers hope to develop the students self-confidence in producing and using their own ideas. They were expected to develop skills in writing and speaking and to learn how to focus on a problem. No tests or grades were given.

This school district no longer has a gifted program.

PARCHLAND (1968-69 Programs Description):

Two teachers split a workload of advanced placement math classes ranging in grade level from 9 through 12. Each of the classes contained 20 students who were on an honors program track leading toward

college credit. For 60 minutes daily, the students listened to a lecture and expended their energies in learning math as a means of obtaining a good grade on the next test.

PARCHLAND (1972-73 School Program Application):

The district has added mini-courses in Business Education, Ceramics, Woodshop and Electronics on a semester basis. Additional quarter courses in Science were added to the curriculum as well as two semester courses in Anthropology and "The Bible as Literature."

This project also proposed to implement the following in the gifted curriculum:

1. Opportunities to do independent study in art.
2. Development of mini-pacs for use in enriching foreign language study (German).
3. Development of an independent study program in Advanced Electronics.
4. Development of topics for quarter courses in Advanced Chemistry.
5. Development of a freshman Humanities program for the bright, but previously academically uninvolved, student.

PARCHLAND COMPARISON:

From the information above, obtained from the districts preapproval application, it can be assumed that the gifted reimbursement project has been altered and expanded. The program is no longer centered on an honors math curriculum, but has been extended to include a variety of subjects.

This district encountered problems in granting credit to students in the mini-courses and the development of suitable guidelines to govern independent study.

VILLA GROVE (1968-69 Programs Description):

For 60 minutes daily, 30 eleventh grade students learned their American studies through the teaching efforts of their peers, on a rotating basis. Students within each small group choose a unit to study, develop a lesson plan, teach it, and then evaluate their students and their own teaching. Other activities included debates about the American involvement in wars, e.g., the Mexican War. The teacher talked only 10% of class time and did not give grades; but, tests were given by the students.

VILLA GROVE (1972-73 School Program Application):

Since the implementation of the gifted program in this district, programs in Speech, English, Social Studies, Science and Economics have been developed. Also, a Great Books Program and a Cable Television project have been included in the curriculum.

The program is no longer centered on grade 11, but has been extended to the primary grades. For instance, the reading program for the entire school district, K-3, has been restructured to provide individually guided instruction. Another program undertaken by this district is a foreign language course at the junior high level. A pilot English program has been developed for one of the elementary schools and another elementary school has encouraged the use of individualized science by developing units of work that can be done on an individual or small group basis. This particular project is also being extended to grades five and six.

A Math pilot program has been developed for individualized instruction at grade six level. The district has proposed to do a two-year pilot program to coordinate the efforts of the Language Arts Department and the

school library. Also, the district proposes to redevelop the elementary social studies curriculum to provide for individual differences.

VILLA GROVE COMPARISON

The growth and expansion of this project is quite evident in the above description. The project is no longer centered on grade 11, but has been expanded to include elementary and junior high.

BAUMBURG (1968-69 Programs Description):

Individualization of instruction and independence in learning were the key concepts in this program. Students had the responsibility to work independently. Although the projection written was that students would not receive grades, the teacher did administer "black marks" to students who did not achieve. For five years, all this district accomplished was a series of uncoordinated inservice training sessions for teachers.

BAUMBURG (1972-73 School Program Application):

The project at Baumburg has been extended to a K-6 program instead of centering on just grade four. This particular district has listed three long-range objectives which it hopes to accomplish by school year 1976-77. These are:

1. Develop and implement a curriculum providing for individual progression of students in all content areas and levels.
2. Develop and implement an inservice training for the teachers.
3. Develop and implement a program of instructional activities at each grade level (K-6) for students who are creatively talented.

The emphasis of this project appears to be one of inservice training for the teachers to educate them to the program (K-6) that was developed the previous year.

BAUMBURG COMPARISON

From the information supplied by the preapproval application and evaluation report, it is evident that this program has changed considerably. The curriculum section and grade span have been expanded, and the emphasis has been altered. The district has also formed a joint committee to arrive at a definition of gifted.

A point to note here, is the district appointed a gifted program committee which worked under the direction of one of the ASC's to develop programs for gifted students.

BIRCHVILLE (1968-69 Programs Description):

The following district describes only one activity in the local reimbursement program that was developed for a likely gifted second grade boy. There were 16 primary students (grades two through five) who met once a week to discuss their independent science projects. All participants scored three or four years above their grade level; in science and math one student had constructed a working model of the human circulatory system complete with a pumping heart. At one meeting students discussed this particular project and then returned to their own explorations. No grades or tests were given.

BIRCHVILLE (1972-73 School Program Application):

During the past year the emphasis has remained at the elementary level. Birchville has the following programs:

A. Projects

1. All-day kindergarten
2. Xerox Science K-3
3. Social Studies 3-4

4. Social Studies 5-6

5. Science 5-6

6. Math Laboratory 5-6

7. Multi-age classroom 1-6

B. New Projects: The Math Laboratory is being extended to all classrooms.

1. Self-contained classroom

2. Fine Arts

3. Language Arts

4. Pilot programs in Science and Math

The preapproval application emphasized a close working relationship with the ASC. The district acts as a liaison with the ASC and teachers by facilitating inservice training at the ASC and by disseminating information through the use of formal and informal contacts and the distribution of materials and resources.

BIRCHVILLE CONCLUSIONS

Overall, the four reimbursement districts have changed their programs since The Gifted Classroom was written. The growth and expansion is exemplified by the addition of a variety of subject matters, increased the grade levels involved, and they work more closely with the ASC's.

The districts have the responsibility of defining "gifted". The diversified range of participants testify to this.

But only when the standards discussed in Chapter IV are applied to the 1972-73 programs, as they were in the 1968-69 programs, can an evaluation occur. At this time the lack of interview and observation data prohibits a similar evaluation.

Area Service Center Sketch: Consultant Activity

SCHOOL E (1971-72 School Year):

The ASC for the gifted provided School District E with the services of a consultant for 20 days of the '71-'72 school year to develop an ongoing program in talent retrieval. The consultant's special skills were in the field of human relations, as the students labeled "B" and who were to be "retrieved", were essentially poor black and poor white underachievers. The plan for the school's proposal was to develop a core of teachers with a fuller understanding of the word "gifted", to then develop the teacher's understanding of creativity, and then to develop with the teachers, a two-year program to retrieve the gifted talents.

Phase I was designed to establish psychological safety within the core group of teachers before attempting to deal with student needs and cultures and creativity techniques. The first meeting with the consultant and staff members was set up to determine teacher needs through informal interviews and to introduce the staff to human relations techniques which could be replicated in the classroom.

An explanation of the first year's program -- as suggested by the Director of Curriculum in consultation with the two ASC representatives -- was given at the second meeting with the full core of 11 teachers, two counselors, and two social workers. Questions were answered in detail about the components of the program for a staff that had essentially no training to work with underachievers, much less gifted ones. Of the 11 teachers, nine had been assigned to work with these students because scheduling allowed it, rather than any wish on their part to work with

these young persons. The other two teachers, however, demanded that they teach only "B" students out of personal needs not reflected in the needs of the students they sought to teach.

A third session was planned to help the staff understand how a lesson plan could help to build a feeling of community within the core group that could be transferred into their classroom behaviors. A jar filled with objects associated with early childhood was examined after a discussion of the necessity for accepting behavior in the classroom. A writing exercise followed and the consultant used fragments from each teachers paper to put together a summary of the groups combined childhood experiences. The predominant theme of the memories was the feeling of exclusion most of the group felt as elementary school students.

Building on this sense of personal alienation as children, the consultant then used specific examples of the alienation felt by high school students in order to demonstrate the need for psychological safety in the classroom and the sense of fear and frustration in most of the students for whom the new program was aimed.

The next step was to present a "sound and light show" using students' voices, student work, student materials, and student evaluations to help the staff understand the need for individualized study and an understanding that the word "gifted" is not an isolated word meaning academic achievement.

These early sessions were held before classes with remarkable attendance and interest. Teachers were assured financial reimbursement for evenings spent working with the ASC staff. The next two-and-a-half hour meeting was scheduled in the recreation room of a teacher's home with soft drinks and cookies during the break in "Teaching Behaviors".

One-to-one meetings were then scheduled so that the consultant could talk with the staff about their feelings about the gifted program, their attempts to implement the ideas in their own classrooms, and build the teachers' own feelings that as teachers they also had creative and gifted ideas worth trying. The pretest was introduced as an instrument to help teachers get a better understanding of group response to their teaching behaviors and in addition, each staff member took the test twice; first filling out the form as they supposed the class viewed them as teachers, and second as they idealized a class response. The counselor most concerned with student success arranged to give the pretest to one "B" class of each of the participating 11 teachers.

After the test results were evaluated, the consultant met with each teacher individually to discuss the results. Many teachers perceived that they were succeeding in affective areas in which students gave them a very poor rating. In other instances, the teacher's self-evaluation was lower than the student's response and the consultant and teacher were able then to talk about those misperceptions and some possible reasons for the discrepancies.

Another evening session in the informal atmosphere of a private home was held for two-and-a-half hours on creativity.

The consultant scheduled visits to each classroom to observe teaching behaviors, using the teachers own "ideal student response" as the standard of teaching behaviors along with the four stresses accepting behaviors from the two-and-a-half hour session held earlier.

An important component of the two-year plan was not scheduled and, as a result, the consultant felt that some of the strength and direction

of Phase II was lost. The original plan called for an all day psycho-drama experience for the core to develop trust and understanding. Such an experience was to be followed the next day with an eight hour exploration of cross-culture understanding using the student population. This vital two-day component was not scheduled, but the consultant encouraged core group teachers to take part in psycho-drama workshops that were held at School E throughout the remainder of the school year. Cross-culture understanding was left to the discretion of the consultant to use anecdotal details to point out the dicotomy of a school with a high percentage of wealthy students and high percentage of students at the poverty level trying to achieve racial and class harmony in the halls and lunchroom without addressing itself to the pervasive racism within the institution.

A third two-and-a-half hour session was devoted to creativity.

With the cooperation of a counselor, each core group teacher was video-taped and then, using their own "ideal" response, the teachers viewed themselves at work. The ASC representative and the consultant viewed all of the tapes in a screening process to identify faculty for curriculum work in the summer who would then teach the new "gifted" classes in the next school year as part of Phase III.

While the video-tape assessments were being conducted and evaluated, the Torrence Test of Creativity was given to all "B" students and a random sampling of students from the "W" or average track. Each participating teacher was asked to identify "gifted" students in their classes before the test was given. The core group of teachers was more alert to possibilities of giftedness than the noncore teachers who tended to respond based on the notion that good attention and good grades were predictors for "giftedness".

The goals of District E's program had been to institute four gifted classes for the school year '72-'73, but attrition in the core group resulted in the establishment of two classes -- one titled "Gifted Manipulative Skills" and one "Creative Communication Skills". Freshmen scoring high on the Torrence Test from both "B" and "W" tracks are scheduled into the two sophomore classes for next year. Black and white, male and female, are equally distributed in both the "Shop" and "English" class. The consultant met with the students in informal small group discussions to allay fears about a "new class". All students were eager to risk something new in the field of Language Arts and young women were particularly interested in being a part of a gifted shop program.

With the selection of students and teachers for the following year set by April, the consultant worked in one-to-one relationships with the remaining core of teachers to encourage continued use of accepting behavior in assessing students' needs and potential, in identifying the teacher's own creative goals and behaviors, and developing instruments for talent retrieval so that the second year program will include the wider group of core teachers.

After a four week curriculum development course at the ASC, the two participating teachers have developed curriculums with built-in evaluation which should provide models for other teachers at the school. Teachers from the core who have been transferred or have moved to other jobs, still carry with them the concept of accepting behaviors, creativity techniques, and human relations skills, while the remaining core will presumably continue working together with a sense of community that developed over the past year.

SCHOOL E, (1972-73 School Year):

Early in September, a staff member from the ASC began the process of follow-up on the two gifted classes established the year before. The ASC staff person visited both the Language Arts and the Creative Industrial Arts classes. On the same day, after the observation, an informal feedback session took place with each teacher. Each session included problem solving, goal setting, and planning for follow-up work throughout the year. At this time, dates were set aside for the following purposes:

1. Visits by each teacher to the ASC for advanced training techniques and further curriculum development (approximately once a month until May).

2. Staff help in planning meetings and strategies for sharing ideas with core group (see 1971-72 report).

3. Observation by ASC staff person in the classroom (once a month or as needed).

4. Training in scoring of Torrence Test as well as uses of individual scores in curriculum planning.

5. Planning evaluation procedures for students and program.

Although both teachers started at different levels of development, both demonstrated increased confidence, growth in flexibility and openness, and deeper level of skill development in employing the techniques learned during the first year. The Language Arts teacher in particular, showed marked changes in the above areas. In addition, her perception of the teacher/student relationship moved from benevolent leader/controller of a "group" to a facilitator/structurer, creating conditions for individual human beings to learn of their own strengths as well as the content of Language Arts.

The Industrial Arts teacher still seems less willing to place more responsibility with the students. Although he acknowledges student strengths in the area of creativity, he still sees a group more as "class"

than individuals with various needs and potentials for giftedness. This perhaps is a result at least in part of the total school (and society) view of Industrial Arts as a place for the leftovers from academic failure. In spite of these pressures, he has made strides and has built his curriculum to include opportunities for growth in creative thinking skills

Both teachers have included members of the previous year's core group in ongoing progress reports and by opening their classes to visitations. Data from the core group is not yet available for this report.

At this time, the two teachers are preparing for post-testing sessions and evaluation of their programs. They are planning to continue and expand to at least two classes each next year. It is clear from their level of commitment that they have found their new approaches useful and rewarding personally and perceive the students have benefits. The ASC will continue to work with them this summer and throughout the next school year. More emphasis will be placed on demonstration and recruitment of more teachers to set up similar classes in talent retrieval for gifted creative students of heterogeneous academic abilities.

In addition to the continuing program described in the previous pages a new dimension was added to the district's gifted program this year in conjunction with the ASC. Early in September, ASC personnel met with the local district's reimbursement director to coordinate a plan moving toward a multi-talent approach to gifted education. This was in reality not a contradictory approach to the two existing classes in creative thinking. Instead, it was a program framework which would broaden to include the identification of at least four more talent areas in addition to creativity.

Step one consisted of selecting from volunteer teachers, ten who would become involved. A description of the training and program goals was distributed to all teachers. There were 25 teachers who expressed interest in the program and from these, the program director, using criteria developed by the ASC, selected ten. The ten teachers were then scheduled for ten full day sessions of training at the ASC meeting approximately once every two weeks. Teachers in the program represented diverse subject areas including: English, Drama, Science, Art, Physical Education, Mathematics, History, and Industrial Arts. Two of the teachers in the new group were from the core group developed the previous year. (This was not necessarily part of the design, but does indicate that the teachers previous work with ASC's was meaningful at some level.)

The training sequence includes an overview of program, presentation of basic assumptions and rationale, group exploration of talent areas, group decision-making, development of identification instruments (five for each talent area selected), implementation strategies, and curriculum planning. The ten day training is followed by intensive work during the ASC four week summer workshop where participants develop detailed curriculum in each of the talent areas for their own implementation for the following school year. The curriculum is built to develop specific skills which have been determined by the group to be components of the various talent areas.

The multi-talent group from School E decided to develop six talent areas as follows: Human Relations, Creative Thinking, Independence, Critical Thinking, Aesthetic Expression, and Manual Arts. Of equal importance to the development and implementation of a gifted program in

multi-talents is the process o affective change brought about in the teachers view of themselves and their students. Through the use of pre- and post-projective techniques and a careful record of personal commentaries throughout training, evidence of such affective growth can be studied for formative information and analyzed for assessing program effectiveness.

This group has just finished its tenth session at the ASC. During the month of May, each teacher will be visited by an ASC staff person and direction for the coming year's implementation will be jointly worked out. To date, seven of the ten teachers are committed to attending the summer workshop to develop curriculum.

Diffusion instruments have been distributed to other district personnel, not involved in the program. Early results show feedback from the training group has been good and other teachers in the district are interested in becoming involved directly next year. The school district and program director are committed to expanding the program to at least ten more teachers next year and continuing to offer supportive services (released time, materials, etc.,) to the group which has just completed training.

Analysis and study of projective pre- and post-instruments is not yet complete, but beginning investigation seems to bear out trends suspected by the consultants: increased self-awareness and self-confidence, reliance on professional judgement, need for additional skill development, more complex understanding of teaching process as well as innovative process, and definite movement toward speculative, questioning, individualized approaches toward student strengths.

Area Service Center Sketch: Summer Institute

SUDDENLY THIS SUMMER: A MOSAIC

ASC directors rank "Summer Institutes" high on a list of priorities. (One such list was gathered at a Starved Rock State Park meeting in the spring of 1973.) They consider summer institutes high-impact time. Rather than one or two chances as are provided by workshops during the academic year, summer institutes comparatively have time for a longitudinal effort. After the four week summer session, the Champaign Area Service Center staff deliberately designated participants as targets for follow-up during the year.

Well, what goes on? Is it worth the time and effort? Follow-up? Why? Many more questions may emerge if the reader wades on through introductory narrative. For now, this effort intends only the first two questions, "What goes on?" and "Is it worth the time and effort?". Both of these questions are answered in the words of people who were there: some passers-by, and many participants. The words are put together in pieces, as they seem to fit the total picture. Time merges -- early and late -- blending into a mosaic.

Some of the more than 100 participants came to "get recharged about teaching." And some left saying, "Let me come back next summer. I really felt the need for a renewal this year, and the workshop is doing that for me." From beginning to end, some found that they, "developed a new understanding of several educational innovations..."

Yet there were "things" at the workshop that were "...discussed eight years ago in a 'creative teacher' workshop (a pilot program from the University of Illinois)..." Among the participants one wondered,

"...why do people come who don't want to change..." Which seemed to be countered by another, "I wonder why some people feel all change is good and jump to get on the bandwagon without thinking about the results."

Early in the institute there was a featured consultant -- Brian Lindsay. "I wonder why we couldn't have more people in like Lindsay to give us fresh and new ideas they have picked up in their many travels across the country." A few also wondered if Mr. Lindsay had not taken up too much time.

Also, in those beginnings were process groups called "villages". (Groups examing the working -- inter-relationships and introspections of the institute.) "Villages were thought stimulating and I enjoyed meeting. Our leader, Julie, was very friendly and helpful." "Julie Triplet--was the best friend and help I had on the staff--I really can't thank her enough for her help--she was extremely understanding of my frustrations--my joys--my anything and I truly appreciated her friendship." Personal and professional growth was identified: "A greater willingness to 'speak out' in group situations." "Sharing with other teachers both ideas and feelings." "Further developing the ability to be more relaxed among a group of strangers." "I feel that I grew in my ability to give those who 'turn me off' a second and third try, and at the same time give myself another chance." Some had expected the institute to be a chance to develop a "fellowship with other teachers." For most, it was that.

The institute provided many options for participants. A smorgasboard of offerings -- one hour or two, one session or several, consultant run or participant organized and run. "An eight-week workshop would benefit me, as I think the options are so great that I'm attending 14 of them..."

"I learned that I enjoy this type of workshop. I was in no mood to 'go back to summer school' and sit through lecture education classes. I feel here we are trusted. We are not tested to see what chapters we did memorize, but we are aided to learn all we can and what suits our specific fields. I appreciate being a part of a happening instead of wishing (like our children) that I were somewhere else." All was not right for everyone: "Many of the first day options were so similar, or the same as those I had attended at other workshops, given by the same people, earlier this year, that they were of little value." "Perhaps staff could devise some different examples and exercises and option activities.... Many of us had experienced the same (several) activities presented this summer at winter workshops, inservice institutes or last summer." (Obviously an old hand at the ASC route.) The content of the options didn't suit everyone: "...I would like to see more materials focused on levels above primary and middle grades...." "...would be more helpful if more secondary and more sections that were secondary level." "Very little was offered for High School art...." "Some of the options were rather 'blah'." All was not wrong for everyone: "I felt the options and other organized activities to be rewarding and...very beneficial to anyone from any level or any group." "I wonder what would happen if I threw out 50% of what is usually taught at my level and used options. I wonder how my students, co-workers, administration, and parents would react."

In addition, those participants who elected could take a required set of options (negotiable) and receive graduate credit for the experience. Yet, it was hard to believe it was a course. The likes of this was

frequently said: "I wish college could have been like this workshop. This four weeks will be greater than four years." "I wonder what would happen if teacher training in universities did get on the beam and really get going on this kind of thing." "I wonder why I wasn't given information like this in college." And so back to four weeks/four years: "...I thought these four weeks were more of a help in some ways than my four years in college."

Through the options, the workshop intended to deliver on individualization, informal education, "open" classroom, and humanistic education. "I learned that I have a lot to learn about teaching and setting up a more open and individualized classroom." "I'm moving away from the traditional classroom and becoming more individualized." "I have a cleared understanding of my role in 'opening up' my classroom." "...changed my outlook to a more humanistic view...." "I wonder what would happen if parents could be a part of a workshop. This could be public relations 'stuff' making them knowledgeable about all the big pulses of 'good' informal classroom." "I have learned...that individualized instruction can be done if you have the time and energy."

More participants expected to "learn specific principles," gain "new ideas for next year," and "ways to organize my classroom." Participants reported the following: "Better understanding of use of questions to develop concepts (TABA)[1] and to solve conflicts." "I learned how to incorporate slides, pictures, etc., (visual literacy) into the classroom to help motivate learning." "Jane was tremendous in helping me with my classroom design. Taking us into the classroom to work really helped see her ideas in action."

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1 Hilda Taba devised a system of developing higher level thought processes in children by changing teacher questioning patterns.

Opportunities were provided to prepare for the next year. The "open" classroom and individualization requires a range of materials. One opportunity was a materials development phase of the workshop offered at Lincoln School, and another opportunity was to use option time at Brookins Junior High in a materials development room. "I liked the freedom we had to use resources outside of Brookins (example--trip to materials center.)" "As one of the materials development people, I was grateful for the opportunity to work at Lincoln without any pressure or tension." Another Lincoln School participant listed his expectations as, "Develop..., develop..., develop..., materials." "I really accomplished a lot in the Brooking materials center. It was great to get good ideas and then have the opportunity to go make them." However, there were problems: "I wonder why teachers in a group often demonstrate the very actions most often mentioned in complaints about pupils--wastefulness, lack of courtesy, greed, monopolizing group time in talking." "Workroom materials were all used up the first week." And a few suggestions: "Have sample projects done by each participant put on display so that others could get ideas--games--charts, classroom arrangement--tapes--slides--socio grams--cardboard carpentry, etc." "I could have worked better had it all been at one central location." (Combining the Lincoln School materials development workshop with the Brookins materials development center.)

Another phase of the workshop was classrooms with various age groups of children. Participants could observe teachers trying innovative techniques or try new techniques themselves. An elementary group grew into an example of "open" classroom organization and techniques. One observer

who was familiar with British Infant schools remarked that the team taught situation was a good program after only three weeks. Workshop participants hesitated to use this resource fully, "I observed, but I didn't want to interrupt what they /the teachers/ had planned." "I don't know if I'd be as good at it as they are...." "It's hard, not knowing the children." "I liked what I saw when I looked in."

From this, and much more, some voiced confidence: "I feel I've got more courage to go back into the classroom to try some of the techniques I learned." Some voiced doubts: "After presenting ideas, also show how to start the models on progress in school. It is one thing to expose teachers to ideas, but it is more difficult to show them how to start these models on programs in their respective schools. More teachers would try if they knew how to start." "I wonder what would happen if we had a one-to-one meeting with a counselor near the end of the four weeks to iron out problems, doubts, etc."

Beyond doubts teachers indicated constraints. "It frustrates me that the majority of administrators still do not see the light. In talking with workshop personnel and fellow immates, I have to maintain the attitude that change will take a long time." "I wonder what would happen if our superintendent could come to the institute--might he change his mind-set?" "I wish I had a cooperative administrator as well as a faculty willing to share." "I wonder why there seems to be such a wall between local school administrators and the Gifted Program. (We are not given much encouragement.)" "I wonder what would happen if I tried some of these things in my classroom in a traditional school? I guess I'll have to try and face the repercussions later!" "I wonder what would happen if our school kindergarten - college could be like this workshop...for the child and for

critical parents who say 'I know my child is an individual, but show me what grade he got on his science test.'" Awareness of these constraints was widespread and led one participant to conclude that he had "a better appreciation for my school and my teaching situation after discussing work conditions with others."

Participants lamented: "Why didn't I find out more about the service center sooner?" "This institute should be more widely publicized. Many school districts seem unaware of its availability and have no opportunity to make use of attitudes and philosophy here disseminated." "I wish that I had more of the faculty members from my school here with me because this is a great opportunity to develop something that could be used in our multi-cultural program." "I wonder why I hadn't thought of a lot of these ideas on my own. I hope I can carry them out successfully in my own classroom."

In conclusion: "Hey guys, for the first time in my nine year teaching career -- I felt like someone other than me gave a damn about truly educating kids!" "I wonder what would happen if it were possible for a group of the gifted students to attend a workshop similar to this, so that the students could be exposed to a number of people presenting these ideas. I think that a daily workshop for students would be helpful and interesting." "Excellent climate for learning...." "I learned that I am willing to accept change...." "...I'm enjoying myself and learning a lot of concrete things as well as some very interesting things about myself." "The whole thing is the best experience I've had since I began teaching." "I love you all! You are so beautiful! You have taught by exemplifying and setting the stage and structure. The freedom that was used in this institute showed and allowed me to do my thing -- whatever it might be.

More tangible end-products are developed by me in this institute than I have ever or will ever produce in the typical college classroom. I need a new two-drawer filing system to hold all the packets strategies that I can quickly pull to use in the classroom." "Well organized and a wide field of subjects to choose from. Dick Bodine a great organizer...." "I wonder why the state would refrain from funding this kind of educational training for teachers...."

Training Program Sketch

NORTHEASTERN ILLINOIS UNIVERSITY

The training program at Northeastern Illinois University, under the direction of Dr. Mary L. Kooyumjian, was initiated in the school year of 1970-71. This teacher training graduate program consisted of a sequence of four graduate courses focusing on identification procedures, teaching strategies, development and evaluation of curriculum materials, and innovative programs. The courses and hours are listed below:

Psychology of the Gifted Child -- 3 hours

Education of the Gifted Child -- 3 hours

Seminar in Curriculum and Materials for the Gifted -- 3 hours

Research Seminar for the Gifted -- 2 hours

Although there was no degree offered in Gifted Education, proposals had been submitted to the university for a degree program. At this time, participants apply the sequence of courses toward elective requirements in a Master's degree program in Special Education in teaching the culturally disadvantaged, teaching the socially maladjusted child, teaching the emotionally disturbed child, or teaching children with hearing disabilities

Funds ($16,477.50 in 1972-73) received from the Gifted Children Section, Office of the Superintendent of Public Instruction, were used to supply fellowships for graduate students in the four courses, and to provide stipends for books and/or travel expenses in attending meetings related to the teaching of gifted children (approximately 75% of their total budget). The remainder of the funds were used for releasing the program director one-fourth of one trimester, director travel expense, consultant fees, supplies, and materials.

Fellowship recipients were selected on the basis of the recommendation of administrators or supervisors who were acquainted with the work of the candidate, interest of the candidate in teaching gifted children, and academic records. Criteria for selection include experience in teaching and a likelihood that training would be used. Many of those selected were already involved in a program for gifted or were planning to start one in their school.

Classes were not limited to fellowship recipients, so the training program has also served several additional students with interest in gifted programs.

SOUTHERN ILLINOIS UNIVERSITY -- EDWARDSVILLE

The training program at Southern Illinois University, Edwardsville, under the direction of Dr. V. Faye Shaffer, was in 1968-69. This program for both graduates and undergraduates provided a Master of Bachelor of Science Degree in Special Education, Gifted. The degree program included 12 to 28 quarter hours in gifted with other courses which provided an overview of other areas of special education, as well as optional courses which related to the interest of the student. Courses offered were the following:

Required: Problems and Characteristics of the Gifted
Methods and Materials in the Education of the Gifted
Seminar on Education of the Gifted

Optional: Independent Study
Readings in Special Education
Elementary Student Teaching
Special Education Student Teaching
Practicum

In the past, the program consisted of students completing the required number of courses and hours, and then participating in practicum or student teaching in a demonstration center or a school with a gifted program. Students were also given various opportunities to attend meetings and workshops sponsored by the Illinois Gifted Program. However, in the 1971-72 school year, a new model was developed -- "Paired Inservice and Preservice Teachers of the Gifted". Through this program inservice and preservice teachers were paired for field experiences and courses, and graduate assistants would contribute to the overall operation of the program. Among the specific experiences provided were academic courses on the education of the gifted and talented, application of principles learned -- in a public school and under the direction of the university director and/or the inservice teacher, developing and selecting materials, microteaching, visitation to gifted programs, and attendance at conferences and meetings regarding education of the gifted.

In the past, funds received from the Gifted Children Section, Office of the Superintendent of Public Instruction, have been used for travel expenses of director and participants, curriculum materials, and professional books. The major budget expenditure was for traineeship costs (tuition, fees, etc.) for graduate assistants, part-time inservice teachers and full-time preservice teachers (approximately 69%), while the remainder was spent for travel, clerical help, materials, and evaluation.

Recipients of traineeships must: (a) major in education of the gifted; (b) be eligible to enter Southern Illinois University's Graduate School; and, (c) the inservice teachers must secure the permission of the administration in his school for the preservice teacher to observe, participate, and student teach in their classrooms. Final selection was made on the basis of potential for leadership in program development for gifted and talented children in Illinois.

SOUTHERN ILLINOIS UNIVERSITY -- CARBONDALE

The training program at Southern Illinois University, Carbondale, under the direction of Dr. John P. Casey, was begun in the school year 1970-71. For the first two years of operation, the undergraduate program had essentially two different components, and served three separate populations. A course offered in Special Education, Problems and Characteristics of Gifted Children, was open to interested preservice teachers. Several students were selected from this course and placed in student teaching experiences. These student teachers, along with their cooperating teachers, were given a source book of productive thinking abilities and assistance in producing diagnostic, learning, and evaluative materials designed to develop productive thinking abilities in identified talented students. Thus, the project served preservice teachers, inservice teachers, and students.

Changes were made in the program model in the academic year 1972-73, so that the project was concentrated in one elementary school rather than being in various schools, and preservice teachers were given more extended in-depth practical experiences. Two groups of preservice teachers were assigned to Buford School in Mt. Vernon -- prestudent teachers and student

teachers -- for the purposes of developing materials, trying these materials with students, and evaluating the effectiveness of the materials based on the progress of the students. Both groups worked closely with the teachers at Buford School, participating together in on-site classes relating to talent development, in all aspects of teaching, and in staff development. Since Buford is an open-space school that was just beginning, students got experiences in open education concepts as well as talent development. All activities at the school were coordinated by a graduate assistant who was on-site at the school.

Although no undergraduate degree was offered, a few graduate students have received Masters' Degrees in Special Education -- Gifted from the university.

Funds received from the Gifted Children Section, Office of the Superintendent of Public Instruction, have largely been used for personnel, i.e., a director, graduate assistants, and research assistants (approximately 70%). The remainder of the funds was spent for supplies, instructional materials, consultants, and travel.

Experimental Project Sketch

PURPOSE

The purposes of this project were to implement a small scale Advisory System by which to provide inservice training to primary school teachers; to explore and experiment with procedures and mechanisms for integrating the Advisory System into existing support and resource systems in the State; and to obtain a natural history of selected aspects of the experiences accrued in implementation.

The major objectives of the Advisory System were to strengthen and support the competence of primary classroom teachers; and offer assistance in such a way as to encourage teachers to discover and depend on their own personal resources as well as on local resource people and agencies and to develop their own local patterns of on-site support.

The purpose and objectives were implemented by the Advisor in the following manner: The Advisor got acquainted with the teachers and the total context in which they work including characteristics of the children, community and recent history. Based on this, the Advisor helped teachers to specify the kind of assistance needed and to propose which needs could best be served by the Advisor and which could best be served by the other available resources. A plan of action could then be outlined by the Advisor and individual teachers. The Advisor then developed an agreement with the teachers and relevant school authorities specifying when and how often site visits would occur.

CONSTRAINTS, LIMITATIONS

Due to a limitation in funds, this project was limited to a Chief Advisor (full-time) and Assistant Advisor (half-time). Since there were only two people working in this project, there was a limitation as to the number of schools and teachers that could be served. The Advisor spent a considerable amount of time in travel from site to site. The travel factor also put a limitation on the time spent at a site, and then the teacher may have had to wait anywhere from one to two weeks before consulting with the Advisor again.

The Advisor did not know ahead of time how many teachers she was going to be consulting with when she visited a site. The teachers signed up on a schedule sheet after the Advisor had already arrived at the site. Also, the Advisor did not know ahead of time if school was letting out early, or if teachers were having conferences.

M'VILLE ELEMENTARY

The Chief Advisor, Mrs. Jane Morpurgo, was working with eight of the teachers at M'ville. This was a new site in the project and the consultant service had only implemental use for a short time. The site had been suggested by the gifted program ASC as a possible location for activity.

The Advisor met with the teachers on an individual basis and usually within the privacy of their classroom. There were several levels of involvement. One level was exploratory and other levels represented various degrees of involvement with methods and procedures. There were questions as how to present a specific topic or subject, and what materials to use. The teachers also asked for suggestions and assistance on rearranging rooms in order to establish learning centers or stations. Other questions dealt with the problem of where to locate interest centers in the rooms. One teacher had identified what she wanted to be in the interest center, but wanted help with arrangement. The problem of what to do with a learning center that students no longer took an interest in was also discussed.

Several rooms had interest centers already operating. A science center was defined by using crates to divide the room. Plants and study materials were arranged there. The center was also located around a window where the children were to study birds. Another instance dealt with a math section where children were studying fractions by measuring ingredients for Shake-A-Pudding. This was enjoyed both by students and a teacher.

The teachers appeared very eager to have Mrs. Morpurgo's advice and assistance.

T'BURG ELEMENTARY

T'burg elementary had been selected for the project because some teachers there had participated in the gifted program ASC summer institute. The Advisory System has been in operation at T'burg since last fall and represents a point further along a continuum of development. Teachers and students knew Mrs. Morpurgo and looked forward to her visits.

Classrooms have had interest centers established and children have accepted the concept as part of their routine. In fact, there were instances where the children were part of the planning and implementation process. This resulted in an involvement and commitment by the students. In such a situation the Advisor received ideas about the use of the centers as well as giving advice.

By spring, Mrs. Morpurgo had gained new contacts in the school among teachers who had not requested service prior to that time. Initial successes had created a larger market for her service.

At the time of one observation, the school had just invested in tape players and earphones and Mrs. Morpurgo's activities were shifting to helping develop ideas, methods, and procedures for the effective utilization of that resource. Teachers were not familiar with materials for that technology and Mrs. Morpurgo acted as a facilitator by bringing materials from the Urbana IMC for their examination. Mrs. Morpurgo also brought copies of the IMC catalog for teacher use in preparation for the next fall.

The time spent at the school by the Advisor was busy and full. The activity was visible payoff when contrasted to classes that have not utilized her service.

POSTCRIPT

The techniques and strategies resulting from this project are of interest to the Illinois Gifted Program. The study has implications for the modes of operation utilized by ASC's in several ways. First, as experimental project cooperating with an ASC in selecting clientele; and, second as a test of a delivery mechanism which would be potentially usable by the ASC to insure a high degree of impact for ASC services.

CHAPTER VIII

AN ECOLOGY: VITAL INTERRELATIONSHIPS

Throughout the time that the information for this report was being assembled, the Illinois Gifted Program faced a series of information crises: a need for information for program justification; a need for information to be available for budget planning; and a need for information for legislative considerations. A certain amount of frustration was entailed, "If only all the requests could have been held off until the information were more systematized." Needless to say, the ideal was submerged by the realities of decision making.

Consequently, recommendations to be derived from this document are in some respects too late. The data now available for the experimental and training aspects of the Illinois Gifted Program has been made historical by the termination of funding for the 1973-74 school year. The popular support for the Area Service Center (ASC's) has not had an impact on program justification, budget planning, or legislative considerations--funding levels were reduced.

The losses, however are not bits and pieces of a program--parts that could surgically be removed without disrupting the whole. The losses are of ecological interrelationships that were beginning to mature. Briefly stated, the theory of the interrelated parts is as follows. Reimbursement funds provide schools (Local Educational Agencies or LEA's) with the financial basis for establishing programs for Gifted and Talented youth; Training Funds would help provide trained

teaching personnel for LEA's to use in their programs; ASC's would provide inservice to maintain and upgrade teachers for the gifted and talented; and experimental funds would be used to devise methods and techniques that could be passed on to the LEA's via the ASC's. But, as ecological niches were established, networks of interrelationships become a greater necessity than before. The simplicity of a three part relationship stated above does not do justice to what may be derived from the information gathered. What follows is an elaboration of the potentials suggested by the Illinois Gifted Program itself: a blending of an existing base with the potentials of the program into a statement of ecology. Portions of the ecology are extant, portions are recommendations to fill the networks of relationships. Table 8.2 summarizes this entire section.

STATE LEADERSHIP RELATIONSHIPS

The State leadership -- the director and assistant director of the Illinois Gifted Program -- has a variety of responsibilities in the direction of the Illinois Gifted Program.

The leadership has the responsibility for the philsophies and conceptual direction[1] taken by the Illinois Gifted Program. Important issues need resolution in this area. What is to be the nature of Giftedness to fall under the scope of the Illinois Gifted Program? Is the current definitional difference adequate (i.e., allowing LEA's to define Giftedness as they see fit)? This current state of affairs has allowed philosophical and definitional leadership to fall to the ASC's. In

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[1] Italics represent concepts included in Table 8.2.

determining for themselves what to offer their clientele, the ASC's have generalized the concept of Giftedness to an inclusive "Potentially All Kids are Gifted." This has led to education of Gifted being implemented as discovery of gifts and talents--similar to Calvin Taylor's talent developer concept. The state leadership followed rather than led this trend. The reimbursement programs too have been swept along. The appropriateness of this trend must be viewed with the perspective of at least two constraints: potentially, funding such an undertaking would take a greater amount of monies than is now, or in the future might be available; and a guiding principle of the Gifted Program formerly had been that the program would create a change model where the utilization of a variety of selected gifted and talented students to pilot methods, techniques, and programs, would be the basis for broader change in the educational field. Funding as a constraint and function as a constraint may still allow the philosophic status of the Gifted Program today. The leadership of the Gifted Program may accept the status quo not only de facto, but use it as a starting point to establish de jure an inclusive philosophy of Giftedness. Indeed, the Illinois Gifted Program may officially claim that "Potentially All Kids are Gifted" and have a part in establishing talent development programs. This can be done within the fiscal constraints on the program. The state leadership may use Gifted Experimental Funds to support broadened efforts in identification of Gifted and Talented youth. Three such projects did exist during the 1972-1973 school year--at the Lab School at Normal, the Evanston Township High School, and in the Carbondale Elementary Schools. The

techniques so developed may be passed on through the ASC's to the local gifted programs. In local programs, with schools establishing their own definition of Giftedness, but also drawing upon the resources made available via other portions of the gifted program, identified populations representing a wide range of gifts and talents may be involved in the initiation of methods, techniques, materials, or programs into that school environment. Accepting the fiscal limitation of the program and the pilot concept of the function of funding, Giftedness can be defined by the LEA's in ways that are compatible with local needs assessments. Monies in this sense are to be used in implementation rather than maintenance. That burden is to be assumed by the school itself. The current trend of fishing for talent (talent development or talent retrieval as it is now practiced in some of the school programs for gifted in the state) would not be acceptable.

The state leadership of the Illinois Gifted Program using a philosophical and conceptual base; using information about recent developments in research and education; using information provided by personnel of the Office of the Superintendent of Public Instruction who have statewide responsibilities; using information provided by regional teams[2] about the needs of their constituency; using information provided by reimbursement programs on self assessment and program applications; using information provided by ASC's; and using information provided by training and experimental projects should provide statements representing short range planning

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2 A statement about the nature and function of regional teams is elaborated below.

and provide flexible statements representing possible long range plans to provide direction for the Illinois Gifted Program. These plans and directions may require legislation supporting them.

The State legislature has seen fit to fund the Illinois Gifted Program during the past decade; the result being that Illinois is a leader in gifted education. Illinois is one of ten states with a state department of education that has at least one full-time staff to identify and help the gifted. Testimony gathered in preparation of the Action Goals of the Seventies indicated support for gifted education. Illinois already has, for several years, implemented programs that are now being suggested by the Javits Amendment to the Elementary and Secondary Education Act of 1965. The human resource represented by the gifts of children is substantial. With the foundations established by the Illinois Gifted Program, a final statement commitment to the educational welfare of gifted and talented youth may be at last due. It is quite possible that only through mandate as additional impetus would any further extension of programs for the gifted take place. Mandate may aid movement. (For theory of change dynamics see House, Hotvedt and Wolf, Development and Testing a New Model of Educational Change, 1973, A Gifted Experimental Project.)

The leadership of the Illinois Gifted Program must gather information from a wide range of sources -- governmental and educational -- to provide a sound basis for their activities. They must communicate with each other (internal dissemination) so as to insure that in professional growth they have mutual understandings.

The relationships of the leadership of the Illinois Gifted Program to the regional teams of the Department for Exceptional Children are in part still developing. A recent reorganization of the department has initiated the team concept. (The potentials and interrelationships of the Regional Teams are described in the following section.) State leadership must provide broad range of communication to the Regional Teams as a kind of continuous inservice. Information dissemination may include concepts relating to philosophy, concepts of Giftedness, developments of gifted education, state and national legislation. The state leadership also provides timelines relative to the mechanics of the Illinois Gifted Program and discussions of the applications to be processed by the Regional Teams. This may require interpretation of policies including Rules and Regulations and Guidelines.

In respect to reimbursement programs, the state leadership has to assume the burden of communication. Information dissemination should include program mechanics such as Rules and Regulations, Guidelines, and timelines; and concepts such as characteristics, identification, methods, techniques, curriculum, and programs for gifted and talented youth.

The feedback from reimbursement programs to the state should be treated in an organized and systematic manner. Information gathering can include utilization of data gathered via self assessment forms provided for the reimbursement schools. In addition, special topics of information suggested by analysis of self assessments, evaluation activities or programmatic management needs can be requested from reimbursement schools. This target information may be collected in

a sporatic but systematic manner. Such target information may include feedback on proposed legislation, feedback on benefits of types of training, or feedback on the utility of specific experimental projects.

The state leadership has directive responsibilities in respect to Area Service Center's. Initially, the state leadership is responsible to devise and implement a systematic and impartial selection process for the Area Service Centers. Annual competition for selection is an interesting dilemma. If an existing Area Service Center is evaluated as doing an acceptable job, does it still have to face competitive proposals? If a Recognition and Supervision process is utilized annually then it may be that annual contractual competition could be changed to three year periods of renewal without competition in cases of favorable ratings. Annual acceptance processes however could still require that the Area Service Center proposal adhere to stated standards and be compatible with the information gathered by the state office. The state leadership information gathering process can request Area Service Centers to conduct a needs assessment of their clientele. These needs assessments, implemented each spring by the Area Service Center, would be provided as information to any competition to existing Area Service Centers submitting alternate proposals. The needs assessments should then be used as part of the basis for judging the appropriateness of proposals for Area Service Centers.

Further information gathering can take place seeking target information for the state leadership. Information may be sought to elaborate aspects of periodic reports submitted to the state leadership by the Area Service Centers. For example, statewide information on the

number of years experience represented by teachers attending ASC in-service functions may provide information about the average client. Who are the clients -- novice teachers, "young" teachers, mid-career teachers, or "old" teachers?

Information dissemination by the state leadership to ASC's can include reports on various information gathered and compiled; information of state and federal legislation; reports on training and experimental projects; and other information relating to interpretation of the philosophy and content of gifted eudcation as viewed by the state. An example of information related to the possible function and activities of ASC's is depicted in Table 8.1. In discussion of the future of ASC's the table can be used as a multi-model. Taking the category of "Relationship to OSPI", one might ask if such and such a relationship were established, could the resulting ASC system still provide this function via this delivery system to elaborate this content? Cells in the model can be lined up in a number of ways.

An additional activity that the state leadership may be engaged in throughout the year is the actual participation in monitoring the ASC's. The role of the state staff as an information gatherer could vary from year to year. However, an example of sources of information appropriately taped by the state staff would be Superintendents of Educational Service Regions, schools with exemplary programs, large schools, and schools with no programs at all for the gifted. The state leadership may seek information relating to the appropriateness of ASC activities as perceived from the viewpoints of the sources listed above.

Table 8.1 Considerations for the Structure and Function of ASC's.

Category of Activity	Area Service Center Activity					
Function	Inservice Training	Program Development	Evaluation Assistance	Dissemination	Change Agent	Program Maintenance
Delivery	Summer Institutes	Workshops	Consultant	Demonstration	Satellite Centers or Personnel	Materials
Content	Awareness	Identification	Pre-approval and Reimbursement	Curriculum Development	Teaching Methods	Evaluation
Relationship to OSPI	Independent	Affiliated Guidelines Contracts	Affiliated Rules and Regulations Guidelines Contracts	Integral Gifted ASC	Integral Exceptional Children ASC	Integral OSPI ASC

A final area activity relating to the ASC's provided by the state leadership is that of coordination. Coordinating the activities of the individual ASC's so as to facilitate ASC activities that transcent regional boundaries. One such effort would relate to the annual Gifted Conference for Illinois. Coordination of efforts may also involve facilitation of the efforts of ASC's to accomplish their respective tasks. One common effort engaged in independently by the ASC's are contacts to provide academic credit for ASC activities. It may be that this could be facilitated by a central effort at establishing the appropriate groundwork.

In respect to the area of training programs, many of the categories of activities of the state leadership are the same as the activities in respect to ASC's. The content of the categories, however, differ.

For training projects, as for ASC's, the state leadership must provide a sound selection process. Training projects, among other things, are to provide teachers for reimbursement programs. This, in fact, may be a criteria for continued funding of a project: Are the graduates involved in Gifted education? Times as they are for teachers, however, make such a criteria rigorous to say the least. Free choice, too, is a factor to consider. A training program may indeed be doing an adequate job in providing preservice or inservice education, but the occupational choices made by the participants may lead them elsewhere. A criteria for selection then may include the concept that the bulk of training funds be used for teachers already in service. Another feature of selection criteria could be the integration of classroom experiences with contacts with identified gifted and talented children.

Once training projects are selected, the activities of the projects might be related to other aspects of the gifted program. The state

leadership is in an excellent position to provide coordination between the various elements. Training projects may provide in-service elements for the state leadership, regional teams, reimbursement, ASC's and experimental projects.

The over-all relationships of state leadership also place the staff in a position to provide monitoring functions. The comparative perspective provided by visitations of state leadership personnel can be important to making observations of the training projects. First hand experience in the field in circumstances relating to inservice and pre-service teachers in the field may provide state leadership with a sense of reality. Projects may be more than a paper description after all.

With the one site perspective in mind, state leadership personnel can better coordinate training programs with other elements of the Gifted program. Suggesting relationships between training and experimental activities. For example the experimental projects at Carbondale Elementary School or Carbondale High School may well have had a beneficial relationship with training project personnel had initiatives been suggested and facilitated.

Such activities are but one aspect of the information gathering and information dissemination that is a possible part of program maintenance and development. Information may be gathered on a broad range of topics suggested by monitoring or coordinating activities. A systematic attempt to substantiate observations could prove to be a significant management tool. Inquiry, for example, could yield a more precise explanation as to why the students matriculating at different training programs have differing success in finding job placement in Gifted

reimbursement programs. Management decisions, selection criteria, program direction all potentially are effected by such information. After collecting data of this sort, compiling it and returning it to training projects through planned information dissemination techniques is important. All aspects of the program could benefit from the additional perspectives obtained through the state leadership activities in this area.

The potential utility of experimental projects for the Gifted program has been of increasing interest to the state leadership in recent years. Selection criteria reflecting the needs of the program and reflecting the directions identified in the Superintendent of Public Instruction's Action Goals for the Seventies have been used. Selection of projects also has tended to the more practical, less theoretical type. This trend could involve action research projects attached to reimbursement projects or providing information to training projects and ASCs. Procedures allowing competition for funds by continuing and new projects were a complication to be dealt with at the time of termination of funds. Here, as in refunding of ASCs, multiple year continuations without competition should be possible. This should be supported by formative evaluation data collected as part of the project implementation and by monitoring done through the Office of the Superintendent of Public Instruction resources. This would include regular in situ monitoring by state leadership personnel. Observational statements made at the conclusion of each such visit could be compiled as part of a more comprehensive monitoring summary constructed by such a group at the Program Assessment and Evaluation Team of the Department for Exceptional Children.

The perspectives gained through on site visitation would be a valuable basis for coordination activities. ACS's could be directed to sources relavent to issues they are debating. A point of illustration: in the winter of 1972-73 ASC's were discussing the nature of a Gifted student classroom component to the ASC summer institute, at the same time, January 1973, a final report for a research project was submitted dealing with the feasibility of a type of summer program for Gifted students. If used, this report would have been a timely and informative perspective on the issues. Additionally, not only would ASC's be an audience for the experimental project report but also reimbursement programs. Another example of possible areas coordination was the activities in development of talent identification at Evanston Township High School and talent development at Carbondale High School. The concept of these projects could have been dove-tailed to provide mutual benefit to each. This type of coordination is also an information dissemination activity. Previous experimental project reports might be disseminated when appropriate as support for new projects. The obvious relationship of the efforts of Dr. Youngs in developing teacher training materials for the use of Structure of the New Intellect concepts and the development of Structure of Intellect lesson plans by Dr. Karnes should not be neglected.

Further information dissemination in respect to experimental projects may include program maintenance matters, concepts of philosophy, and interpretations of rules and regulations. Project timelines, progress reports and evaluations may be of interest to other experimental projects. In these ways the expertise represented by a project could gain some currence throughout the state.

Regional Team Relationships

As a result of a reorganization of the Department of Exceptional Children a set of regional teams have been formed -- Southern, East Central, West Central, Northwest, Suburban, and Chicago. The scope and focus of contacts with schools is changing. In order for the teams to provide service for local school districts, the personnel on the teams are to have some awareness of all areas of exceptionality. It is imperative that the knowledge base of team members be developed in as comprehensive a manner as possible. Field personnel who have a broad awareness of concepts related to education of Gifted and Talented Youth are an important niche in this ecology.

Regional teams are a communication link between the state leadership and the context of the field. Teams provide a means of information dissemination and information gathering. The observations of team members of ASC activities, Experimental and Training Projects can be written up as anecdotal records to be considered in departmental evaluation processes. Field reports on Reimbursement activities can lend reality to application times. On the spot interpreration of Guidelines and Rules are also possible as dissemination activity.

Regional teams responsibility to themselves and each other are in the developmental stage. At this point communication as an internal coordination of activities for each team have only recently been established. But as each team establishes routine and procedures inter-team exchange should not be ignored. Solutions to problems and mutual anticipation of difficulties can be basis to improved services. Professional growth in the areas of Gifted education is a continuous process to be considered by the teams.

The bulk of the team responsibility falls in the necessity to provide service for the local educational agency (LEA). Complete communication is necessary -- information dissemination and information gathering.

Information dissemination should include contacting LEA's who do not participate in the Gifted reimbursement program to provide awareness of Gifted guidelines. It also may include such information gathering activities as identification of LEA needs in Gifted education. Where programs are in existence information gathering may also consist of providing observation reports to the central office. Annual approval pre-approval and reimbursement applications require a conserted effort by regional teams.

Regional teams provide a valuable service in communication with ASC's. Information dissemination activities such as identification of the needs of LEA's that are clients of the ASC would be important. Regional teams may be able to provide an additional perspective for ASC needs assessments in another way. Team members more often would have contact with schools not participating in reimbursement programs than would the ASC. In this way the regional team could provide identification of LEA's with new interest in reimbursement

As has been mentioned, in information gathering, observation reports by members of the regional teams about specific ASC activities would be a valuable addition to information collected by department evaluations.

The relationship between regional teams and training projects could be mutally beneficial. Information dissemination of such items as state program information is a basic element. Information gathering such as

observation reports by the team could also take place. In a more subtle activity regional teams might identify training project needs through needs assessment procedures. Such information would be important to the development of the program.

A similar relationship could exist in respect to experimental projects.

Reimbursement Relationships

For the state leadership reimbursement meaningful program information is a vital necessity. The reimbursement program can provide information on self-assessment forms and can provide results of local needs assessments for the education of gifted and talented youth. There are the reality checks needed to conduct a meaningful program.

For regional teams the LEA provide definitions of needs -- elaborations of concept. This also can take place in respect to definition of terms. With this information base the LEA can in fact demonstrate their program for the regional team.

In responsibility to themselves reimbursement programs need to carefully consider the definition of Giftedness they find most applicable to their needs assessments. Based on an adequate definition the LEA should carefully select their target population. To serve the target population, program development is an essential; once development has taken place implementation on a pilot basis with sound evaluation process to determine its worth. Once a program has been piloted and evaluated with partial support from Illinois Gifted funds, then it is up to the LEA to adopt and maintain worthwhile programs.

The LEA is also responsible to provide a favorable atmosphere for the professional growth of teachers in the Illinois Gifted program. This, of course, may be accomplished through contacts with the ASC's.

Once an LEA has established a program they may provide a valuable service for the Illinois Gifted program by demonstrations of their program, or providing satellite services. Satellite service might include some dissemination of techniques and methods in program planning, development, implementation, and evaluation.

A mutually beneficial relationship of a reimbursement program to the ASC's should be developed. Not only can reimbursement schools benefit but also the ASC. Reimbursement schools may contribute to annual ASC needs assessments, provide feedback on various ASC activities, and provide demonstration and satellite services to illustrate principals advocated by the ASC. In return the reimbursement school is the main source of utilization of ASC services. ASC services are to be appropriate to the needs of reimbursement programs, and undoubtedly; will range from awareness activities through program development to evaluation.

Reimbursement programs may also benefit from relationships with training programs. LEA's primarily may utilize training programs as a source of professional development. It may even be investigated to determine if an appropriate use of training funds would be for specific reimbursement sites. Extensive change projects could well use on-site training components. In addition, based on particular expertise gained in the line of duty, reimbursement sites might conduct training programs that draw a more widely based population than from their own district.

For other training projects, reimbursement sites may provide field sites for pre-service trainees in student teacher types of arrangements. They also may provide demonstration sites for training programs to use in observer types of arrangements.

The experimental aspects of the Illinois Gifted Program are of great importance to reimbursement programs. They are a source of knowledge as reimbursement sites may utilize experimental findings that seem to be applicable to their circumstances. An exemplary set of curriculum materials that could well be adopted in many Gifted programs, has been developed in an experimental project at the University of Chicago. Another project, providing interesting materials and applications for materials was the Media Center at Carthage. The impact of this project on reimbursement programs and the application of its ideas has been perceptable.

In addition to being consumers of experimental results reimbursement sites could provide field test sites for experimentally developed techniques, materials and methods. Field tests under a variety of conditions could be added as appendicies to the initial experimental work as statements of generalizability.

As experimental projects incorporate action and involvement types of activities, reimbursement schools may themselves conduct experimental projects. This was the case in Carbondale High School, Carbondale Grade School, Harlem High School and the Chicago Public Schools during the 1972 to 1973 academic year.

Area Service Center Relationships

The relationship between the ASC and the state leadership should be much fuller than a contractual statement, rules and regulations or guidelines. The ASC staff are professionals in the field with vital and practical involvements with the Illinois Gifted Program. This reality is basic for the leadership of the Illinois Gifted Program.

The ASC's might be used as an essential element in the education of leadership. They may provide professional growth experiences for the state leadership personnel.

Based on their every day contact with reality, the ASC's can provide concepts of giftedness that reflect the needs and experiences of the reimbursement programs. Further, the ASC's can provide concepts of training for Gifted education that may be utilized in soliciting proposals for training projects; they may provide concepts for experimental projects, so that target areas meet the needs of the state.

The ASC's should be required to conduct an annual needs assessment of the LEA's in their geographic domain. This needs assessment would be submitted to the state prior to a call for new contracts or continuation of old ASC contracts. The ASC should be required to provide periodic reports that delineate the nature of their activities to the state leadership in a systematic way. (Such a system was submitted in another document.) Compilations and generalizations from these reports can be generated for ASC use. Special topics of information of interest to ASC's could be included in such a system if it is flexibly maintained.

Because of the changes and transitions that take place in the Department for Exceptional Children, relationships between the ASC and regional teams need to be continuous. The ASC's are a ready source of inservice for teams. The ASC's are in a position to provide information on a wide range of subjects relavent to Gifted education. For example, ASC's are in an ideal position to provide concepts of Giftedness for teams. Elaboration of definitions and explanations of application current in reimbursement programs are functions that the ASC can perform for the regional teams.

Of course the main target of ASC activities are personnel of reimbursement programs. This ecological niche is delineated in the first three rows of the table 8.1. ASC's perform such functions as in-service training, program development, evaluation assistance, dissemination, change agent activity and program maintenance using such delivery systems as summer institutes, workshops, consultant activity, demonstration sites, satellite centers or personnel, and materials to illustrate such content areas as awareness of Giftedness, identification techniques, pre-approval and reimbursement needs, curriculum development, teaching methods, and evaluation techniques.

ASC's are an important source of communication attended to by classroom teachers. Most ASC's for example, maintained the mechanism of a periodic newsletter as a communication devise. As a regular and accepted means of information dissemination the quality and content of newsletters deserve careful consideration. Replies to the statewide survey of ASC clientele were not universal in acceptance of newsletters; however, the experience of those ASC's that is positive should provide a basis for others to build upon. Information disseminated can include items relating to each of the various functions of the ASC. As a receptive agent the ASC should be useful in information gathering. Based upon a rapport with its clientele, the success of obtaining feedback by the ASC should be good as the clientele can perceive benefit of providing input to ASC's. A systematic postcard survey process was piloted the ASC at Champaign and reported in their annual report for 1972. All ASC's should consider this mechanism for maintaining a visage responsive to the needs of their clientele.

The mutual relationships established in the three years of ASC operations have been of mixed blessing. The closeness of the director of ASC's has provided a great amount of reinforcement and homogenity of philosophic outlook. Perhaps the constraints of resultant of this relationship has been demonstrated in a limited flexibility in providing service compatible with schools with dissimilar philosophy. Inter- and intra- center professional growth activities need to explore this topic among its other concerns. Inter center professionai growth perhaps can be expanded as a part of the periodic directors meetings to include the challenges of dissimilar approaches to Gifted education.

As one topic for inter- and intra- center concern, the role of parents and parent groups is of current interest. The scope of parent involvement deserves efforts to insure effective and meaningful development.

The periodic directors meetings may also provide study and participation in the development of program philosophy, concept, planning, and direction. This should be of concern, so as to aid the program in moving form reactive encounters with the political realities of the state to a position of positive anticipation.

A mutually beneficial relationship between ASC's and training projects should be cultivated. For existing training projects, ASC's can provide invaluable expertise for sections of classes. Such activities would expose pre-service teachers to the ASc concept prior to their involvement in teaching. The ASC, further, could provide intern opportunities for selected students in training programs. This type of arrangement was implemented by the Northwest Area Service Center at

Arlington Heights, and was reported in their annual evaluation for 1972.

ASC's could provide opportunities for participation in training sessions for selected reimbursement personnel. Those personnel acting as resources or satellite personnel for ASC's could provide valuable experiences to those participating in training projects.

The ASC's themselves should provide extension courses for college credit and even sequences for degrees through arrangements with such institutions as National College of Education or the college-without-walls type of institution to be established in Illinois. In order for credit to be offered by major universities ASC staff qualifications would undoubtedly have to be upgraded.

ASC's are an ideal source to provide consultation and expertise for experimental projects where needed. Those projects that are located in public schools often require consultation needs that can in part be fulfilled by the ASC's. For example the Carbondale Elementary School project could well have utilized the expertise of Sharon Gotch of the South Suburban ASC at Flossmoor. Arrangements for these contacts could have been handled through the local ASC or through the state office. This arrangement may well have been extended so that the ASC would be a source of training for experimental project personnel.

The annual request for proposals developed by the state office for experimental projects can be supported by the ASC's. They can provide concepts of training for use in experimental projects as part of comparative treatment projects solicited. ASC's also can help to identify areas where experimentation would be valuable.

Training Project Relationships

The relationships of training projects to the state leadership are of basic importance to the Illinois Gifted Program. These relationships of course: should provide concepts of training for use in Gifted education. (An experimental project conducted by Dr. Youngs illustrates this point. His project, dealing with training teachers to analyze child behaviors according to the Structure of the Intellect, may have greater generalizability than the University context.)

The needs of training projects, their interests, and their speculations can provide concepts of Giftedness and concepts for experimental projects which the state leadership may utilize in their activities relative to the Illinois Gifted program. As professionals involved in the current developments of Gifted education contact with the training personnel can provide contact with literature and research current in the field.

Regional teams too can be the beneficiaries of relationships with Training projects. The training projects obviously can provide concepts on inservice training that will be useful to Team activities with LEA's. Regional Teams may also benefit from concepts of Giftedness provided by training projects. In fact training projects might profitably be used as professional growth opportunities for state personnel.

The relationship of training projects to reimbursement sites is predictable. Training projects are to provide teachers for reimbursement programs and can also provide inservice for reimbursement teachers As school districts are becoming more flexible in the experiences they allow for inservice credit so too should future training programs.

funded under the Illinois Gifted program. Experiential credit, self-paced programs, individualized/personalized curriculum, self-planned programs and non-locale bound aspects should be considered in the future.

With such flexibility, training programs and ASC's may be more compatible in the future. Training programs can provide professional growth experiences for ASC personnel. As a source of ideas, training projects can provide concepts of training for use in Gifted education; provide concepts of Giftedness, and provide contact with significant literature. As a source of future gifted staff, training projects can provide interns for ASC experiences.

As training projects are not broadly based dissemination agents, ASC's may add this dimension to training. Training projects should provide concepts of training for use in Gifted education that can be disseminated by the ASC's. Training projects can provide concepts of Giftedness that can be disseminated by the ASC's. And training projects can provide contact with literature relating to the broad scope of Giftedness for the ASCs. For example, training projects students may provide literature search aspects to problems faced by clients of the ASC.

Cooperation between institutions is not easily accomplished. The Gifted program is, however, an ideal vehicle to persuade diverse groups concerned with training to engage in inter-project development. Training projects attached to schools, special projects, and universitites could all benefit from the variety of perspectives to be exchanged. Another aspect of the relationship of training projects to training projects is the need for the professional growth stimulated by intra-project development. The dynamics of the area of Gifted education requires renewal

of professional knowledge, skills and attitudes--many aspects of Giftedness are still to be explored and developed.

In respect to experimental projects, training projects can supply basic support. Training projects first, may provide a source of training for experimental project personnel, especially in projects located in school settings; second, training projects can help provide consultation where needed; and third, training projects may provide concepts of training for use in experimental projects.

Experimental Project Relationships

The utility of an experimental phase of the Gifted program is underscored by the needs of the Illinoig Gifted Program. Experimental projects might provide potential solutions for program needs such as methods and techniques most successful for bilingual Gifted programs. State leadership could benefit from experimentally derived insights into such areas as identification. The Carbondale Elementary project providing screening techniques for a multi-talent approach is but one example of knowledge program leadership could benefit from. Insights into methods, techniques and curricula dealing with Giftedness can all provide concepts and information of basic importance to the philosophy and direction of the program.

As regional teams wrestle with program applications, experimental projects may provide concepts and information basic to the interpretation and evaluation of proposals.

For reimbursement sites too, experimental projects can provide concepts and information and attempt to provide solutions to problems. Some of the solutions may come when experimental projects provide

concepts that may be replicated by reimbursement sites. And more directly, experimental projects may be designed to utilize reimbursement sites as field test locations. The projects conducted at Harlem schools and Carbondale Elementary incorporated field test aspects in the school setting. Taking this another step, it would be desirable to see such projects as Chicago's museumology or Peterson's Parent effectiveness training among others, attempted in other settings. Projects such as these should be solicited and selected on the basis established needs in the program so that they can provide solutions to problems. Not only in information are experimental projects potential solutions to problems, but also in the expertise they represent. Experimental projects are an excellent source to provide consultation where needed by others with similiar problems. The media projects at Carthage and Mt. Vernon, were, to a large degree consultative in function. The Carthage project functioned on a statewide basis and provided services for ASC's. The Mt. Vernon project on the other hand, was mainly regional and provided services largely to reimbursement schools.

The relationship of experimental projects to ASC's and training projects is similar to what was identified above for reimbursement sites. Experimental projects should provide concepts and information on mehtods and techniques applicable to Gifted education. Through consultation experimental project personnel may be able to provide solutions to problems faced in the field. In elaborating on their experimental concerns project personnel can provide expertise for sections or classes in training projects. In addition, experimental projects may utilize ASC sites as field test locations. In effect, this did occur in Dr. Katz's project. The

personnel, Lois Asper and Jane Morpurgo, initially visited school personnel who had attended a summer institute conducted by an ASC.

The relationship of an experimental project to itself or to other projects could benefit from mutual understanding. During the past two years of the Illinois Gifted Program on attempt to foster this understanding was the request that experimental project personnel attend the ASC directors meetings. Through inter-project communication mutually beneficial consultation arrangements may arise. Limited results have ensued from a passive offering of communication and consultation. Active structures and support from leadership coupled with built in financial allotments will be required to insure this potential of experimental relationships.

Before Completion

This synthesis, representing the structure and function of the Illinois Gifted program, does not represent a reality. Parts were real, parts were developing, and parts are speculative. Parts will not mature unless the funding for training programs and experimental programs is restored. To determine the impact or potential impact of the loss of these elements of the Illinois Gifted Program the reader can refer to the last two columns in each of the first four rows, and the last two rows in Table 8.2.

This section has taken steps to define the potentials of the present ecology, yet there may be much more said. All of the relationships or all of the potentials have not been explored. For in a dynamic system new relationships do come into existence -- many times as a prerequisite of survival.

Indeed, survival may require an entirely new system to emerge at this point for the Illinois Gifted Program. It is hoped that this document may serve as a basis for the decisions to be made. Rather than a conclusion this may be a beginning.

Table 8.2 -- Ecology of the Illinois Gifted Program

Interrelationships	State Leadership	Regional Teams	Reimbursement	Area Service Centers	Training	Experimental
State Leadership	Program philosophy concept planning direction guidelines Rules & Regs. Legislation Fiscal Support Communication Information dissemination Information gathering Professional growth	Communication Information dissemination Information gathering needs and targets Applications Time lines Policies, interpretations	Communication Information dissemination program mechanics guidelines timelines concepts Information gathering self assessment Target information	Communication Information dissemination Information gathering needs assessment target information Selection Coordination Monitoring	Communication Information dissemination Information gathering needs target information Selection Coordination Monitoring	Communication Information dissemination Information gathering Selection Coordination Monitoring
Regional Teams	Communication Information dissemination Information gathering Observation on: ASC's Reimbursement Experimental Training	Communication Internal coordination of activities Inter-team exchange Professional growth	Communication Information dissemination Contacting LEA's to participate in reimbursement Interpretation of Gifted guidelines Information gathering LEA needs Observation reports Approval of pre-approval & reimbursement applications	Communication Information dissemination LEA's needs Identification of LEA's with interest in reimbursement Information gathering Observation reports	Communication Information dissemination state program information Information gathering observation reports triming project needs	Communication Information dissemination Information gathering Observation reports Experimental project needs

Reimbursement	Provide information on self assessment Provide results of local needs assessments	Provide definition of needs Provide definition of terms Demonstrate programs	Define Giftedness Selection of target population. Program development implementation evaluation Provide for professional growth Provide demonstration and satellite services	Contribute to annual needs assessment Provide feedback Provide demonstration and satellite services Utilization of ACS services	Utilize training as professional development. Provide demonstration sites for training programs Provide field sites for pre-services trainees. Conduct training programs	Provide field test sites for experimentally developed techniques, materials and methods. Utilize experimental findings. Conduct experimental projects.
Area Service Centers	Provide concepts of Giftedness Provide concepts of training for gifted education Provide concepts for experimental projects Provide needs assessments of LEA's Provide professional growth experiences Provide periodic reports	Provide in-service for teams Provide concepts of Giftedness Provide information	In-service Aid reimbursement development curriculum teaching selection identification Communication Information dissemination Information gathering	Intra center professional growth Inter center professional growth Program philosophy concept planning direction Communication Information dissemination Information gathering	Provide expertise for sections of classes. Provide intern opportunities. Provide opportunities for participation in training sessions Provide extension for college credit and sequence for degrees.	Provide consultation and expertise where needed. Observe and review projects in situ.
Training	Provide concepts of training for use in Gifted education Provide concepts for experimental Provide concepts of Giftedness Provide contact with Literature	Provide concepts on in-service training Provide professional growth opportunities for state personnel Provide concepts of Giftedness	Provide teachers for reimbursement Provide in-service for reimbursement teachers	Provide interns Provide Professional growth for ASC personnel Provide concepts of training for use in Gifted education Provide concepts of Giftedness Provide concacts with literature	Inter-project development Intra-project development Professional growth.	Provide consultation where needed. Provide concepts of training for use in experimnetal projects. Source of training for experimental project personnel
Experimental	Provide potential solutions for program needs Provide insights in identification methods techniques curriculums dealing with giftedness Provide concepts and information	Provide concepts and information	Provide concepts that may be replicated by reimbursement Utilize reimbursement sites as field test locations Provide solutions to problems Provide concepts and information Provide consultation where needed.	Provide concepts and information, methods, and techniques applicable to Gifted education Provide consultation where needed Provide solutions to problems Utilize ASC sites as field test locations	Provide methods and techniques applicable to gifted education. Provide solutions to problems. Provide concepts and information on methods, techniques, applicable to gifted education. Provide expertise for sections of classes.	Inter-project communication, consultation.

ERRATA

The number of schools participating in the reimbursement phase of the Gifted Program for the 1972-73 school year (Table 1.2 page 5) should be 432 and not 466. Also, the Percentage of District Involvement should be lowered to 39.6% from 42.5%. Consequently, the last line on page 4 should read: "...has increased 8.6% or 67 districts, in the last two years."

While 466 districts submitted a preapproval form for participation in the Program, only 432 requested reimbursement at the end of the year. This does not necessarily mean that these districts did not have some form of program for gifted students. However, previous research has indicated that there are five likely causes for some schools not requesting reimbursement:

1) Insufficient funds from the State.
2) Lack of trained personnel at the local level.
3) Insufficient funds from the local district.
4) The State aid is too categorical.
5) Gifted programs do not meet local needs.

If this copy of the Annual Gifted Program Evaluation Report, 1972-1973 is stamped "Draft Copy," please be advised that the reason for this is that the tables, charts, and figures of some of the Reports were not reduced and inserted into the appropriate page spaces. You will find these tables, charts, and figures on the backside or the page facing the space where it should have been inserted.